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ABSTRACT

Berkeley's participation in Title I, Elementary Secondary Education Act, comprises six components: (1) Language Development provided intensive inservice training to all personnel, reading skills specialists, and an extensive after school tutorial program; (2) E.S.E.A. provided a saturated program in mathematics in each designated school, including skills specialists and special instructional equipment; (3) The E.S.E.A. office sponsored district wide inservice courses for program staff. Staff development included training in the instruction of basic skills in reading and math, interpersonal relations, and understanding black dialect; (4) In addition to pupil personnel which provided part time counseling at the two intermediate schools, Auxiliary Services included the provision of four community workers; (5) The Parent Involvement Component comprised both District Advisory Committees, composed of parent and staff representation from each designated school, and School Site Committees primarily concerned with parent participation at their particular schools; and, (6) The Intergroup Relations Component included the Human Relations Club at Franklin Intermediate School and the multi-cultural curriculum in the Bilingual program at Jefferson Intermediate School. [This document has been reproduced from best available copy.] (Author/JM)

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BERKELEY UNIFIED SCHOOL DISTRICT

OFFICE OF COMPENSATORY EDUCATION

EVALUATION REPORT

EVALUATION OF THE E.S.E.A. TITLE I COMPENSATORY EDUCATION PROGRAM OF THE BERKELEY UNIFIED SCHOOL DISTRICT

1970 - 1971

UD 012365

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AUGUST 1971

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This report was prepared in two parts. The analysis of the data relating to the reading and mathematics components was prepared by Reynaldo Baca, currently a doctorial candidate at the University of California at Berkeley. Dr. Ramona Maples collected and prepared the data relating to the other four components: staff development, parent involvement, intergroup and auxiliary services.

Only with the untiring and dedication to the ESEA Title I effort of the project staff could this report be completed. Their cooperation and assistance was invaluable. The support of the Office of Research and Evaluation contributed greatly to this evaluative effort. The cooperation of other members of the central administration and of school staffs is appreciated.

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Part I LANGUAGE DEVELOPMENT

SUMMARY

Description

Language Development activity varied from school to school. ESEA provided intensive inservice training to all project and Follow-Through personnel. Reading skills specialists were available at each school site to assist teachers, aides and students in improvement of basic reading skills. Both pull-out and in-classroom services were provided by the specialists and instructional aides. Project students had regularly assigned assistance in these centers. ESEA provided an extensive after school tutorial program, with a school day program operative at one school site. Systems 80 machines and other materials and equipment were available to project teachers. The Program Assistant in curriculum devoted full time to language development activities for the project personnel.

Findings

Results on standardized achievement tests for a seven month instructional period between pre and post tests reveal that ESEA Title I students made moderate growth in language development. It can be noted that in word meaning on the Stanford Achievement Test third graders fell below moderate level by achieving .5 months growth during the instructional period. In paragraph meaning, third graders did achieve moderate growth of .9. At the end of first grade, it was found that the average score was above grade level at 2.0 grade equivalent. The range of growth at all other grades was from .8 to 1.1 years growth in language development.

Grade	Pre	Post	Gain	Grade Equiv.
1				2.0
2	1.9	2.0	1.8	
3	PM-2.1	3.0	.9	
	WM-2.5	3.0	.5	
4	2.9	3.7	.8	
5	3.2	4.2	1.0	
6	3.9	4.7	.8	

Recommendations

1. That earlier identification be made of all ESEA children to give them full benefits of the program.
2. That skills specialists, instructional aides, and tutoring be continued to assist in language development skills.
3. That more provisions be made for bilingual students.
4. That reading clinic give more time to students.
5. That staff development be provided for all ESEA personnel in the up-grading of teaching skills.
6. That profiles be maintained and used in the instruction of all ESEA designated students.

Part II MATHEMATICS

SUMMARY

Description

ESEA provided a saturated program in mathematics in each designated school. Math skills specialists worked with teachers, aides and students in building basic skills and concepts. Aides provided small group and tutorial assistance. The intermediate schools were equipped with Time Sharing Terminals in their mathematics labs. Each designated Title I student received regularly scheduled instruction on these teletypes. ESEA also provided college level training for teachers through a year long MATH FORUM. Manipulative materials, books and necessary equipment were provided as requested whenever possible. High school and college tutors were utilized in an after school program to work with selected project pupils with special needs.

Findings

Results of standardized achievement tests reveal that ESEA students made moderate growth for a semen month instructional period between pre and past tests. First grade students earned a 1.8 grade equivalent score at time of testing in May 1971. Second, third and sixth grade students made month for month growth scores on the average, while forth and fifth grade ESEA designated students growth scores were 1.1 and 1.0 years respectively.

Grade	Pre	Post	Gain	Grade Equiv.
1				1.8
2	1.4	2.2	.8	
3	Comp-2.1	2.9	.8	
	Conc-2.0	2.8	.8	
4	3.2	4.3	1.1	
5	3.6	4.6	1.0	
6	4.5	5.2	.7	

Recommendations

1. That assistance of skills specialists, instructional aides and tutors be continued and increased in the mathematics component.
2. That teletypes be continued in the math labs with recommended changes by staff.
3. That meetings with teachers in feeder and receiving schools expand.
4. That staff development be provided for all ESEA personnel in improving mathematics instructional skills.
5. That profiles be developed and utilized in the instruction of mathematics for all ESEA students.
6. That more manipulation materials be provided for student use.

Part III STAFF DEVELOPMENT

SUMMARY

Description

The ESEA office sponsored district wide in service courses for all ESEA and Follow Through Staffs in Reading and Language Arts. In addition individual school site programs received ESEA support. Staff development included training in the instruction of basic skills in reading and math, interpersonal relations, understanding black dialect, visitations and observations of classrooms and schools within the district as well as out of district. Teachers were exposed to a variety of teaching models and instructional materials. In some cases they were provided release time and substitutes for in-depth workshops lasting over an extended period of time.

Findings

Teachers were more willing to participate in staff development programs offered at the school site. They benefited more from demonstrations and workshops that gave them concrete assistance in meeting the needs of low achievers. It is necessary to provide follow-up after workshops to insure that practices and procedures are put into use when teachers return to their classrooms. Many need on-going assistance to translate learnings into practice within their classrooms. Teachers have difficulty in organizing instruction for a diverse population and the low achiever is usually the most neglected. There is also a need for teachers to be trained in making effective use of auxiliary personnel within their classrooms and within the school and the district. The evaluations of staff development programs did not yield a wealth of information on which to base firm staff needs for next year.

Recommendations

1. That staff development continues to be offered at each school site based upon demonstrated and expressed needs of staff.
2. That the ESEA office assist in the initiation and maintenance of school site in service.
3. That evaluation instruments be based upon objectives of the activity and completed by all participants.
4. That staff be involved in planning staff development.
5. That in service activity be directly related to instruction of basic skills.

Part IV AUXILIARY SERVICES

SUMMARY

Description	In addition to pupil personnel which provided part time counseling at the two intermediate schools, this component included the provision of services of four community workers assigned to the seven designated schools.
Findings	Counseling services were well utilized and had positive effects at one school. Staff response at the other school was less responsive; resulting in less positive effects upon students, staff and families.
Recommendations	1. That full-time counseling services be provided at each intermediate school. 2. That school staff be trained in the utilization of pupil personnel services. 3. That better and more effective record-keeping procedures be maintained by all personnel involved in this component.

Part V PARENT INVOLVEMENT COMPONENT

SUMMARY

Description

This component was developed on two levels, one the overall District Advisory Committee level and two, parent involvement at each school site. The District Advisory Committe was composed of parents and staff representation from each designated school and devoted its time to overall concerns. The School Site Committees were primarily concerened with parent participation at their particular schools. The parent involvement component also included parent classes in basic skills, kindergarten workshops, parent participation in the classroom, and regional workshops.

Findings

At the district level, programs and meetings attracted the attendance of a large number of Title I parents. Over 350 parents were involved. Parent classes began with good attendance, but did not sustain the interest of parents throughout the series. The content of the classes was involved. Paid parent participation activities in the classroom proved to be a most successful activity in the component. School site reports indicate an over-all increase in parent participation at each school during the 1970-71 school year.

Recommendations

1. That District Advisory Committee continues to establish programs with district-wide appeal to ESEA parents.
2. That parent classes be scheduled at each school site offering a maximum of three in-depth workshops on basic skills.
3. That ESEA continue to provide materials for parent use at home.
4. That paid classroom participation be expanded.
5. That school site staff actively involve itself in ways and means to increase parent involvement at their schools.
6. That Berkeley ESEA parents continue communication with other ESEA schools outside the district.

Part VI INTERGROUP RELATIONS COMPONENT

SUMMARY

Description — This Component included a variety of activities at various schools. Franklin Intermediate School concentrated on student club activities, Jefferson's program focused on a Folk Choir while the Bilingual program there taught multi-cultural understanding through the academic program.

Findings — While the programs were well intentioned, in two activities was a conscious effort devoted specifically to teaching intergroup relations. These were the Human Relations Club at Franklin and the multi-cultural curriculum in the Bilingual program at Jefferson. In the other activities, intergroup relations was handled on an informal basis, with the idea in mind that when students played, sang, or worked together in organized groups that positive human relations would become an automatic by-product.

Recommendations
1. Pre and post test data on attitudinal changes be developed for this component.
2. That programs be more deliberate in their attempts to reach the stated objectives.
3. That all designated schools devote part of their programs to intergroup relations.

INTRODUCTION

Title I of the Elementary and Secondary Education Act provides for the allocation of grants to school districts for educational programs to enhance the educational attainment of children from low socioeconomic backgrounds. The Act is aimed at insuring that every child will receive an equal opportunity to succeed to the full extent of his potential.

To accomplish this general objective, Title I funds are used to provide additional programs and services to educationally disadvantaged children over and above that which they would have received in the standard course of instruction.

This is the fifth year that theBerkeley schools have participated in the program. While the program has undergone modifications from year to year, its primary emphasis and efforts continue to be directed towards improving scholastic skills in the major areas of reading and mathematics. The extent to which this objective has been achieved is the primary concern of this report.

The "target-area" schools, upon which this report is based, include the following. For grades one through three, the schools are (1) Emerson, (2) Jefferson, (3) Le Conte, (4) Thousand Oaks, (5) Tilden, and (6) Washington; for grades four through six, the schools are (7) Franklin, and (8) Lincoln. In addition, Columbus and Longfellow were selected as the "control" schools for grades four through six.

It should be kept in mind that this report is a statistical and quantitative evaluation of the ESEA project in terms of the reported scores on a variety of standardized achievement tests.

It is beyond the purview of this report to include an evaluation of the administration of the program, its efficiency, its relationships or interrelationships with other efforts, and the like.

In addition to this report, a "non-standardized" evaluation report on other aspects of the ESEA project, but which have direct relevance to this report, has been completed by Dr. Ramona Maples and is included in the total and complete report as the findings for all six components are indicated.

EVALUATION METHODS

This section will be devoted to the presentation of: (1) a glossary of terms used to explain the level of performance on the standardized tests and their limitations; (2) the measurement design, including the types of instruments used to evaluate the results; (3) the research design, or the process by which the data was gathered, collocated, and then analyzed; and, (4) the interpretation design, or the criteria by which the project's objectives were evaluated. Included within each of these rubrics will be a discussion of the limitations and precautions to be taken in the interpretation of the findings.

Glossary

Raw Score: The score that is obtained by counting the number of correct answers a pupil has marked. Such a score always pertains to a specific form of a test and can never be compared with raw scores on any other test form. Identical raw scores obtained on two different tests or test forms may represent quite different levels of performance. Raw scores have little meaning unless there is some appropriate standard of reference by which to guage them.

Scaled or Expanded Standard Scores: Unlike raw scores, these scores are comparable across forms and levels of the same test. They offer the special advantage of comparing group performance at successive grade levels and on different forms of the same test in a pre-post-test situation.

Norm: The expected performance level of the average students for each grade covered by the test. The extent to which the group upon which the test was standardized (usually called the "norming group")

is properly selected and truly representative of the population it purports to represent, the greater the norm serves as a valid standard against which an individual or group is measured. In addition, the extent to which the population being tested is like that which the test was standardized upon is a crucial variable to be considered in the interpretation of test results.

Median: The middle point in a distribution or the score that divides the group into two equal parts.

Grade Equivalent: The grade equivalent for a particular raw score represents the year and month of school, i.e., the grade level for which that raw score is the real or estimated mean or median (depending on the test). Caution should be exercised in the interpretation of grade equivalents. Firstly, we have no guarantee that growth on one grade is the same amount of growth at all grade levels. Secondly, it is only the reflection of a score and does not tell us in what way that score was attained. For example, if a fifth-grade pupil obtains a grade equivalent of 6.2 on a reading test, this does not mean that he has mastered all of the reading skills that are taught in his particular school up to the second month of the sixth grade. It means only that on a particular reading test the number of items answered correctly by that student is equal to the average number of items answered correctly by all students in the norming group in the second month of the sixth grade. On the other hand, if the same fifth grade student obtained a grade equivalent of 4.5 on the reading test it should not be interpreted that the student has not learned some of the skills and concepts that are taught beyond the fifth month of the fourth grade. Again, it should be interpreted only that the number of itmes correctly answered is equal

to the average number answered correctly by all the students in the norming group in the fifth month of the fourth grade. Also, students at certain levels tend to be much more heterogeneous with respect to their achievement in reading skills than in arithmetic skills in which the student's progress is more likely to be controlled arbitrarily by the textbooks being used. As a result, one should not readily compare a student's arithmetic test by merely comparing his grade equivalent scores on these two tests. Percentile ranks or stainines are more appropriate for this use.

Thirdly, the grade equivalents are useful in providing a framework for interpreting the academic accomplishments of students in the elementary school and are therefore relatively convenient and meaningful, even though we cannot place great confidence in the equality of grade units. There is little value for grade equivalent scores for other types of groups or measures.

Validity: This refers to the extent to which a test measures what we actually wish to measure. In regards to the evaluation of the ESEA results, the question of validity is an important one. For now, it will suffice to say that the validity of the test is enhanced to the extent that it measures those skills which were taught in the ESEA program. It should be quite evident that the results obtained from standardized tests may only partially measure the effectiveness of the ESEA instructional program. Additionally, if emphasis was not placed on a particular skill measured by the test, the test results should be interpreted in this context. Furthermore, there may have been other very important skills taught in the program which the test was not designed to measure.

Mean: This is also called the average and refers to the result of

dividing the sum of a set of scores by the number of scores. The mean score can, however, be seriously misleading in any analysis. It is quite affected by extreme scores and can often be misinterpreted as being higher or lower than would really be appropriate for purposes of analysis. The mean tells us little about the variability of the group, which in certain cases will be quite crucial. Even though the state report calls for mean gain scores, the reader should interpret these scores in terms of the variability and precautions reported by this investigator.

Other terms will be defined and explained within the context of the report.

Measurement Design

The measurement device used was the standardized achievement test. In compliance with state requirements, the following tests were employed.

At the primary school level, the Cooperative Primary Test was used to measure reading and mathematic growth. This was used only for the first and second grades. For the third grade, the Standard Achievement Test was employed for reading and mathematics. This test was further broken down into two components for each rubric. For reading, the analysis included scores from the "paragraph meaning" and "word meaning" sections of the test. For mathematics, the sections measuring computational and conceptual skills were used.

For the fourth, fifth, and sixth grades the Comprehensive Tests of Basic Skills was employed. While the test covers a variety of subareas, the major areas of language, reading and arithmetic were selected for analysis.

Research Design

The overall design provided for data collection on project students (experimental group) and upon a group of students with similar backgrounds. Control groups were available for the third, fourth, fifth, and sixth grades; however, the control group for the third grade was not used due to the small number of students who participated in the project and therefore inadequate for a true analysis. All of the scores from the Comprehensive Tests of Basic Skills were taken from a computer printout prepared by the Office of Research and Evaluation of the Berkeley schools.

Students were selected for analysis only if they had both pre and post test scores. It was felt necessary that the students be matched, especially in the absence of adequate control groups, so that the results could be more readily attributed to the effect of the particular ESEA program involved. Because of this limitation, not everyone who participated in the ESEA program was included. In some cases the numbers were significantly reduced, especially in those situations in which the program was expanded and therefore excluded the reporting of pre-test scores.

Preliminary analyses of the data were carried out by using the raw scores. However, the limitations imposed by the raw scores led to the use of scaled or expanded standard scores whenever possible. The advantages of these over the raw scores have already been discussed in the glossary of this section. The summary statistics associated with those analyses have been translated into grade equivalent scores for purposes of interpretation. Again, one should

be aware of the precautions to be taken in the use of grade equivalent scores in the interpretation of the results.

Originally, statistical test of significance were to be utilized whenever the sample sizes and the nature of the data made such efforts worthwhile and meaningful. While such test of significance could have been computed for the test results of the Comprehensive Tests of Basic Skills, it was felt that such a statistical evaluation would add little to the interpretation of the results--other than to add an aura of "scientific authenticity" to the test results.

A correlation, using Pearson's Product Moment Coefficient, along with an appropriate test of significance for the correlation, was employed when the nature of the data warranted such an analysis.

The post-test gains were presented as mean gain scores. But because the mean is affected by extreme scores and the variability of the test scores, additional quantitative interpretations were necessarily included.

Interpretation Design

This investigator was asked to determine the extent to which students involved in the ESEA program were meeting the growth objectives of the project. The assignment called only for the extent to which students made 1.5 years growth for each academic year of instruction. The State Division of Compensatory Education used the following ratings:

> SUBSTANTIAL IMPROVEMENT - Growth was equal to or greater than 1.5 years for the school year or 1.5 months per month of instruction.
>
> MODERATE IMPROVEMENT - Growth was equal to or greater than one year for the school year or one month per month of instruction.
>
> LITTLE OR NO IMPROVEMENT - Growth was less than one year during the school year or one month per month of instruction.

IRREGULAR DATA - The evaluation report submitted by the school district was inadequate for any determination to be made as to the project's effectiveness. This includes incomplete reports, use of inappropriate measurement instruments, lack of pre and post data, contradictory data and general statements of success without supporting documentation.

In order to receive one of the top three ratings, the results were to be documented and appropriately presented with ample evidence to indicate that the improvement was due to some Title I activities.

Concerning the fourth point, the presentation of irregular data, a perplexing situation arises in the interpretation of the mathematics scores for the Cooperative Primary Test for grade two. Form 12A was administered as the pre-test, to be followed by form 23A as the post-test in the Spring. However, form 12B was inadvertently given in the Spring. The problem arises in the interpretation of the test results from form 12B. According to the testing manual, the only norms available for 12B, second grade, are fall norms. Therefore, there presently exist no norming group for the Spring upon which to evaluate the post-test result.

School Testing Service, which reported the results of form 12B, used the fall norms in the presentation of grade equivalent scores.

A preliminary analysis of the extent to which the two forms correlated yielded a Person's Product Moment Coefficient of .60, significant at the .01 level. However, this only indicates the high correlation between the pre-test and the post-test scores. Any interpretation of these test scores should take note of this peculiar situation.

An additional qualification is warranted, in this investigator's opinion, concerning the rating scale. Under the rubric of

substantial improvement, the criteria for evaluation leads one to two possible interpretations. First of all, growth is evaluated to the extent to which there was fifteen manths of improvement for a school year of ten months. On the other hand, it prescribes an alternative criteria by which substantial growth or improvement is to be evaluated by the extent to which there is 1.5 months' growth for each month of instruction. Given the fact that the tests were administered seven months apart, then there were only seven months of instruction that were measured by the test. It seems logical and prudent to assume that a substantial improvement is achieved when there is 1.5 months growth for each of the seven months of instruction, i.e., when there is 10.5 months of growth during a seven months instructional period, then one can state that there has been a substantial improvement. By the same logic, one can state that when there was at least seven months growth during a seven month instructional period that the growth would be appropriately designated as "moderate improvement." In light of my explanation and rationale, the report will make an evaluation in terms of the ten month academic year and the seven months instructional period.

-X-

FINDINGS

The results of the testing program for the ESEA project will be presented on a grade by grade, school by school basis. The results of the reading component will be presented first, followed by the results of the mathematics component. Tables and bar graphs will be included, each of which will present the amount of growth in terms of the mean grade equivalent gain. The discussion for each school, and for the schools combined, will take note of the precautions and criteria discussed in the preceding sections of this report.

FINDINGS

The results of the reading scores will be presented on a grade by grade, school by school basis. Tables and bar graphs will again be included, each of which will present the amount of growth in terms of the mean grade equivalent gain.

Reading - Grade 1

The following table provides a breakdown of the test results for the reading scores for the Cooperative Primary Test for grade 1, May, 1971.

Table I

School	N	Scaled Score Mean	Grade Equivalence
Emerson	18	137.72	1.9
Jefferson	8	144.87	2.6
Le Conte	36	135.44	1.6
Thousand Oaks	71	141.80	2.1
Washington	7	134.28	1.5
Total ESEA	140	139.44	2.0

*No reading scores were reported for Tilden

All but two of the schools were at grade level, with the combined scores arriving at a grade equivalent of two months above grade level. A more specific discussion for each school follows.

Emerson: Both the mean and median grade equivalent for the eighteen students was one month above grade level, or 1.9. The scores ranged from 1.5 to 2.9. Seventy-two percent were at or above grade level, and twenty-eight percent were below grade level.

Jefferson: The grade equivalent mean was 2.6, exceeding grade level by eight months. The median was 2.4. The scores ranged from 2.3 to 3.4 and, therefore, all were above grade level.

LeConte: The grade equivalent mean was 1.6 with a slightly lower median of 1.5. Thirty-six percent were at or above grade level, and sixty-four percent below grade level.

Thousand Oaks: The grade equivalent mean was 2.1 with a median of 2.05. The range was from 1.2 to 4.9. Of the 71 students, about seventy-five percent were at or above grade level, while twenty-five were below grade level. Of this latter group, over fifty-five percent were within one month of grade level.

Washington: Only seven scores were reported with both the mean and median grade equivalent being 1.5. Three of the seven students were at or above grade level, the range being from 1.0 to 2.0.

Total ESEA: Of the 140 students taking the test, over sixty-four percent exceeded or were at grade level, with thirty-six below grade level.

Reading - Grade 2

Table II presents the scores for the reading section of the Cooperative Primary for grade 2. Tilden was excluded for lack of pre-test scores.

Table II

School	N	Scaled Mean Score	Grade Equivalents	Growth
Emerson				
Pre	34	133.29	1.4	
Post	34	151.23	3.1	+1.7
Jefferson				
Pre	65	140.55	2.2	
Post	65	149.21	2.9	+.7
Le Conte				
Pre	44	138.63	1.8	
Post	44	150.90	3.1	+1.3
Thousand Oaks				
Pre	28	139.03	2.0	
Post	28	152.53	3.3	+1.3
Washington				
Pre	4	141.00	2.2	
Post	4	139.75	2.1	-.1
ESEA Total				
Pre	175	138.42	1.9	
Post	175	150.34	3.0	+1.1

A preliminary look at the table indicates that over a year's growth was achieved during the seven month period of instruction. A more detailed discussion follows.

Emerson: The thirty-four students made on the average a substantial growth of seventeen months during the seven months of instruction. They were also, on the average, three months above grade level.

Better than seventy-nine percent made one year's growth during the seven months of instruction, with thirty-eight percent making two years growth in the same seven months of instruction.

The pre-test scores ranged from 1.0 to 4.6, with about fourteen percent (five students) being at or above grade level. On the other hand, the post-test scores ranged from 1.0 to 5.0, with almost 65% exceeding or at grade level (22 students).

The mean growth was quite substantial for this group.

Jefferson: The sixty-five students made on the average a moderate amount of growth of at least one month's growth for each month of instruction. They were also, on the average, one month above grade level.

Forty-percent did, however, achieve one year's growth during the seven month's of instruction. About fifty-seven percent made a moderate growth of at least one month's growth for each month of instruction.

About thirty-one percent made substantial improvement, achieving at least 1.5 months of growth for each month of instruction.

The pre-test scores ranged from 1.0 to 4.6, with about thirty-four percent at or above grade level. The post-test ranged from 1.4 to 5.0, with better than fifty-two at or exceeding grade level.

The mean growth was moderate for this group, but a significant number made a substantial growth and the group was above grade level.

LeConte: The forty-four students made a substantial improvement of more than 1.5 month's growth for the seven months of instruction by

raising their grade equivalent mean from 1.8 to 3.1, thereby make over a year's growth and exceeding grade level by three months.

Fifty percent made one year's growth during the seven months of instruction, with twenty percent making two years' growth or more.

Slightly over sixty-eight percent made at least a moderate growth of one month for each month of instruction.

At the time of the pre-test, the scores ranged from 1.0 to 4.3, with thirty-four percent at or above grade level. On the post test, the range was from 1.0 to 4.8, with over sixty-eight percent at or above grade level.

The mean growth was indeed substantial for this group.

Thousand Oaks: The twenty-eight students made a substantial growth of more than 1.5 month's growth for the seven months of instruction. Their grade equivalent mean was raised from 2.0 to 3.3 and exceeded grade level by five months.

Fifty percent made at least one year's growth and over forty-six percent made a substantial growth by exceeding 1.5 months of growth for each month of instruction.

The pre-test ranged from 1.0 to 4.6 with thirty-nine percent at or above grade level. The post-test scores had a range of 1.7 to 4.9 with sixty-four percent at or above grade level.

There were, however, six students who had raw scores of zero for the pre-test. With these scores excluded, the mean grade equivalent growth was 1.5.

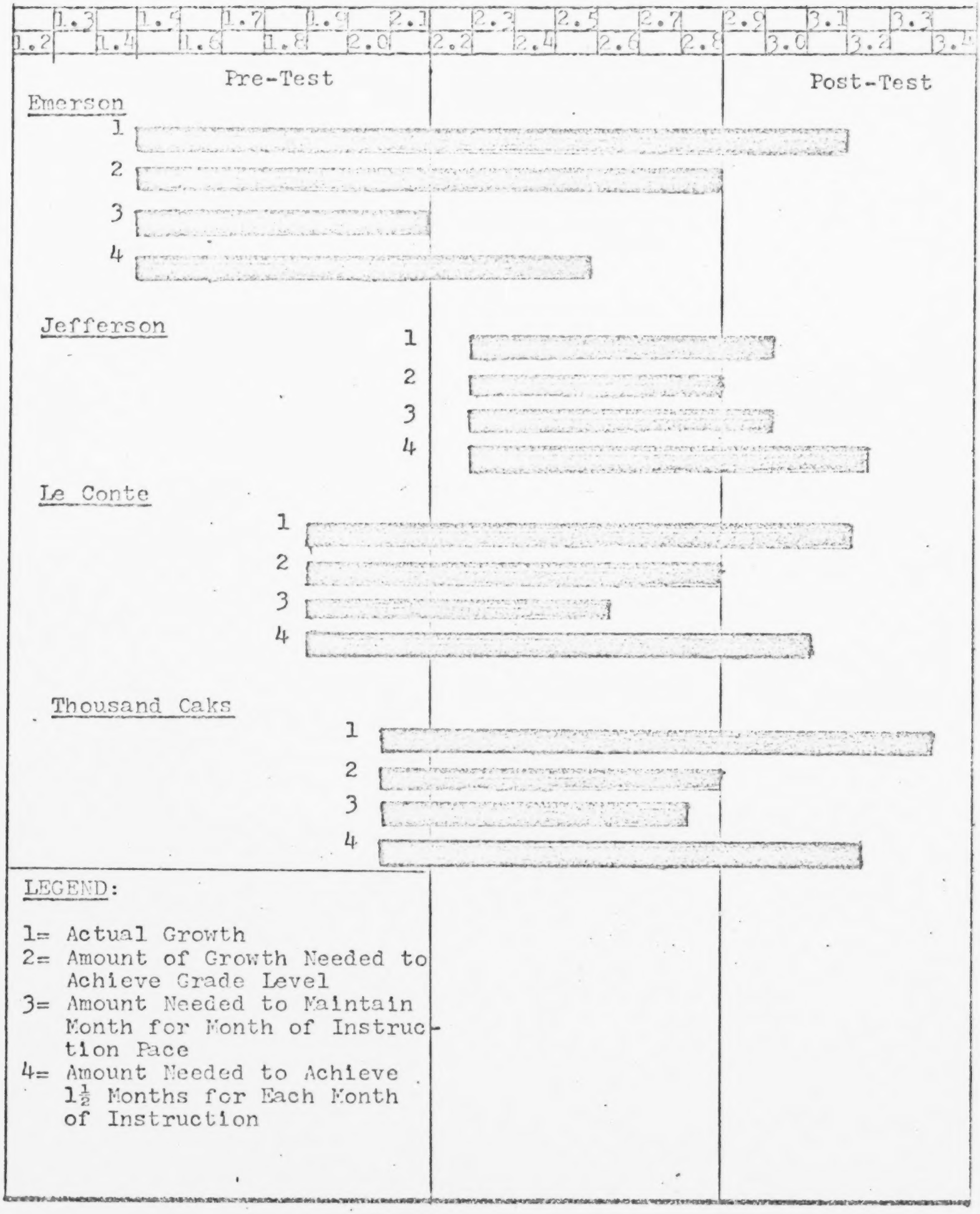
In either situation, a substantial growth was achieved in reading by the twenty-eight students.

Washington: Only four test scores were reported with a pre-test mean of 2.2 and a post-test mean of 2.1. The small number and the irregular data does not allow for any meaningful interpretation or elaboration.

Total: The group as a whole did make a substantial improvement by making at least 1.5 month's growth for each of the seven months of instruction between the Fall and Spring testing.

A bar graph on the following page indicates the progress for the schools. Washington is excluded because of the small number of test scores.

Chart I
Cooperative Primary Test
Reading - Grade 2



LEGEND:

1= Actual Growth
2= Amount of Growth Needed to Achieve Grade Level
3= Amount Needed to Maintain Month for Month of Instruction Pace
4= Amount Needed to Achieve 1½ Months for Each Month of Instruction

Reading - Grade 3

Table III gives the breakdown of the reading scores for the third grade. Unlike the Cooperative Primary, the Stanford Achievement Test is composed of two sub-units that shall be used to measure reading growth; these are "Word Meaning," and "Paragraph Meaning." Since the manual gives no method for combining scores, a spearate analysis is necessary.

Table III

School	N	Mean Raw Score	Grade Equivalents	Growth
Jefferson				
Paragraph Meaning				
Pre	15	12.00	1.8	
Post	15	31.20	2.9	+1.1
Word Meaning				
Pre	16	11.18	2.0	
Post	16	18.68	2.9	+.9
Le Conte				
Paragraph Meaning				
Pre	13	17.15	2.0	
Post	13	37.12	3.2	+1.2
Word Meaning				
Pre	14	17.36	2.7	
Post	14	23.14	3.5	+.8
Thousand Oaks				
Paragraph Meaning				
Pre	31	20.90	2.4	
Post	31	32.64	3.0	+.6

Table IV

School	N	Mean Raw Score	Grade Equivalents	Growth
Thousand Oaks				
Word Meaning				
Pre	33	16.24	2.7	
Post	33	20.66	3.1	+.4
Tilden				
Paragraph Meaning				
Pre	5	19.60	2.3	
Post	5	32.40	2.9	+.6
Word Meaning				
Pre	6	13.66	2.5	
Post	6	23.16	3.5	+1.0
Washington				
Paragraph Meaning				
Pre	1	------	------	
Post	1	------	------	------
Word Meaning				
Pre	10	6.30	1.6	
Post	10	13.60	2.5	+.9
Total ESEA				
Paragraph Meaning				
Pre	65	17.87	2.1	
Post	65	33.13	3.0	+.9
Word Meaning				
Pre	79	13.96	2.5	
Post	79	20.00	3.0	+.5

As a group, the schools achieved moderate improvement in paragraph meaning and less than moderate improvement in word meaning. However, the post-test means were 3.0 for both parts of the test. This was still eight months below grade level. More specifically, the growth for the individual schools is as follows:

Jefferson: In paragraph meaning, the fifteen students made a substantial improvement by making more than one year's growth during the seven months of instruction as well as at least 1.5 month's growth for each month of instruction. Seventy-three percent achieved at least one year's growth, while eighty-six percent achieved at least one month's growth for each month of instruction.

The pre-test ranged from a low of 1.0 to a high of 4.7. Of this group, only one was at or above grade level. The same held true for the post-test scores, except that now sixty-seven percent were now doing some level of third grade work. However, the group is still eight months below grade level.

In word meaning, a moderate growth of nine months was achieved, from 2.0 to 2.9; thus placing the group nine months below grade level. Only two students of the sixteen were at or above grade level on the post-test.

Sixty-two percent of the students maintained a month's growth for each month of instruction.

Le Conte: In paragraph meaning a substantial growth of one year and two months was achieved, although bringing them to six months below grade level.

Close to seventy percent of the students maintained at least one year's growth for the seven months of instruction, with seventy-six making at least one month's growth for each month of instruction.

At the time of the pre-test, only one student was at or above grade level (7%) compared to four students (or 30%) who at the time of the post-test were at or above grade level.

In word meaning, a moderate improvement was evident of just over one month's growth for each month of instruction. This was accomplished by over seventy percent of the students. Thirty-five percent made at least one year's growth.

At the pre-test, thirty-five percent were at or above grade level compared to fifty percent for the post-test.

Thousand Oaks: On the paragraph meaning section, the thirty-one students made on the average less than moderate growth and were eight months below the grade level at the time of the post-test. Slightly over forty percent made one year's growth, while over fifty-four percent made moderate improvement of at least one month's growth for each month of instruction.

On the pre-test, twelve percent were at grade level or more; while on the post-test, twenty-two percent were at or above grade level.

On the word meaning section, little growth was achieved and the students were on the average seven months below grade level. About twenty-seven percent made one year's growth, while thirty-six percent made moderate improvement of at least one month's growth for each month of instruction.

Twenty-seven percent were at or below grade level on the pre-test compared to the same amount for the post-test.

Tilden: Five scores were available for the paragraph meaning section with a post-mean grade equivalent of 2.9, which was six months greater than the pre-test mean but nine months below grade level.

Of the six reported scores for the word meaning part, the post-mean grade equivalent was 3.5 which was one year greater than the pre-test mean but still three months below grade level.

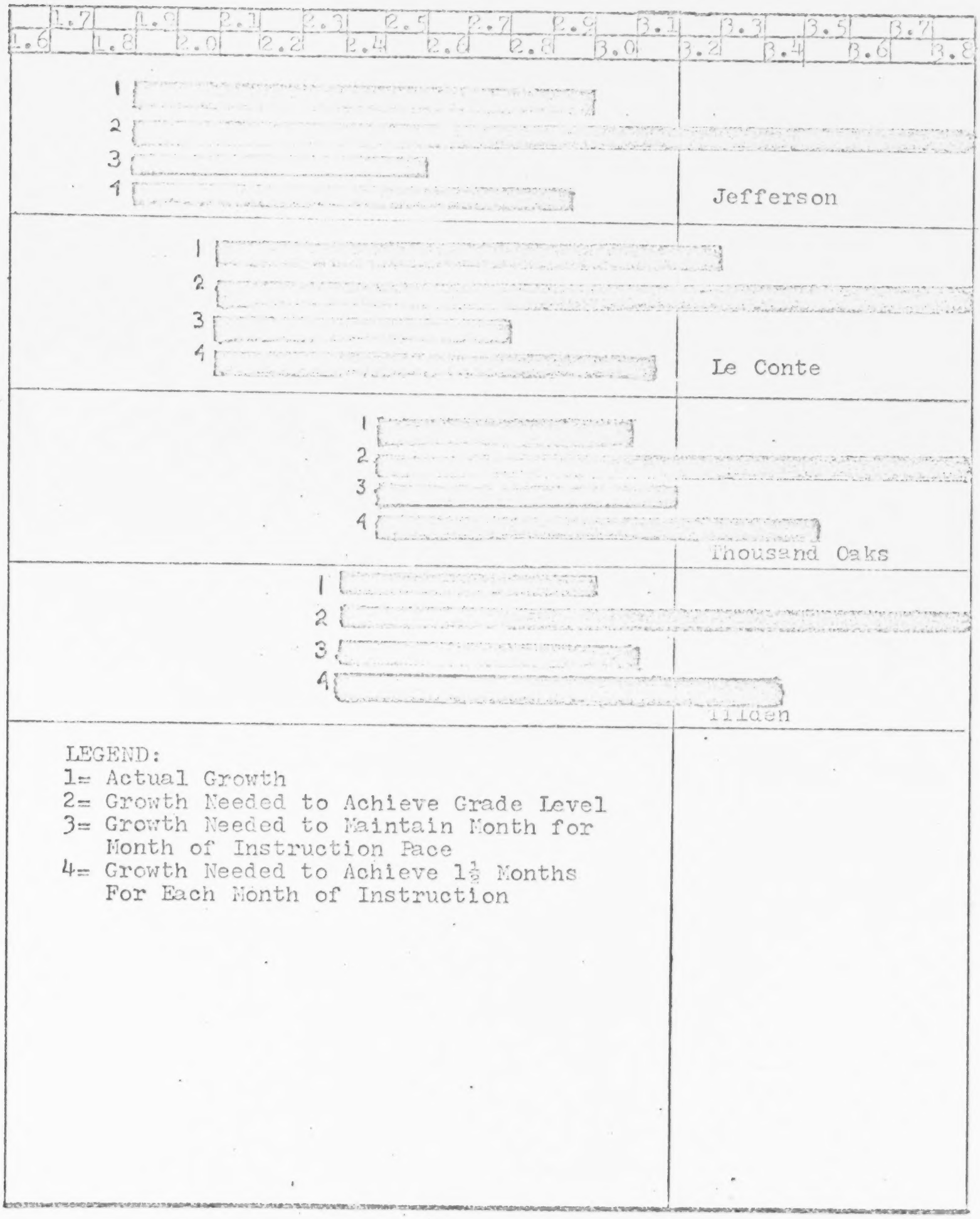
Because of the few scores, further elaboration would be useless.

Washington: Of the ten students who took the test on word meaning, the post-test mean, which was thirteen months below grade level, was 2.5 or an increase of nine months over the pre-test mean. Only one student's score was reported on the paragraph meaning section of the test with a pre-test mean of 1.2 and a post-test mean of 2.7.

The bar graphs on the following pages indicate the extent of growth for each school.

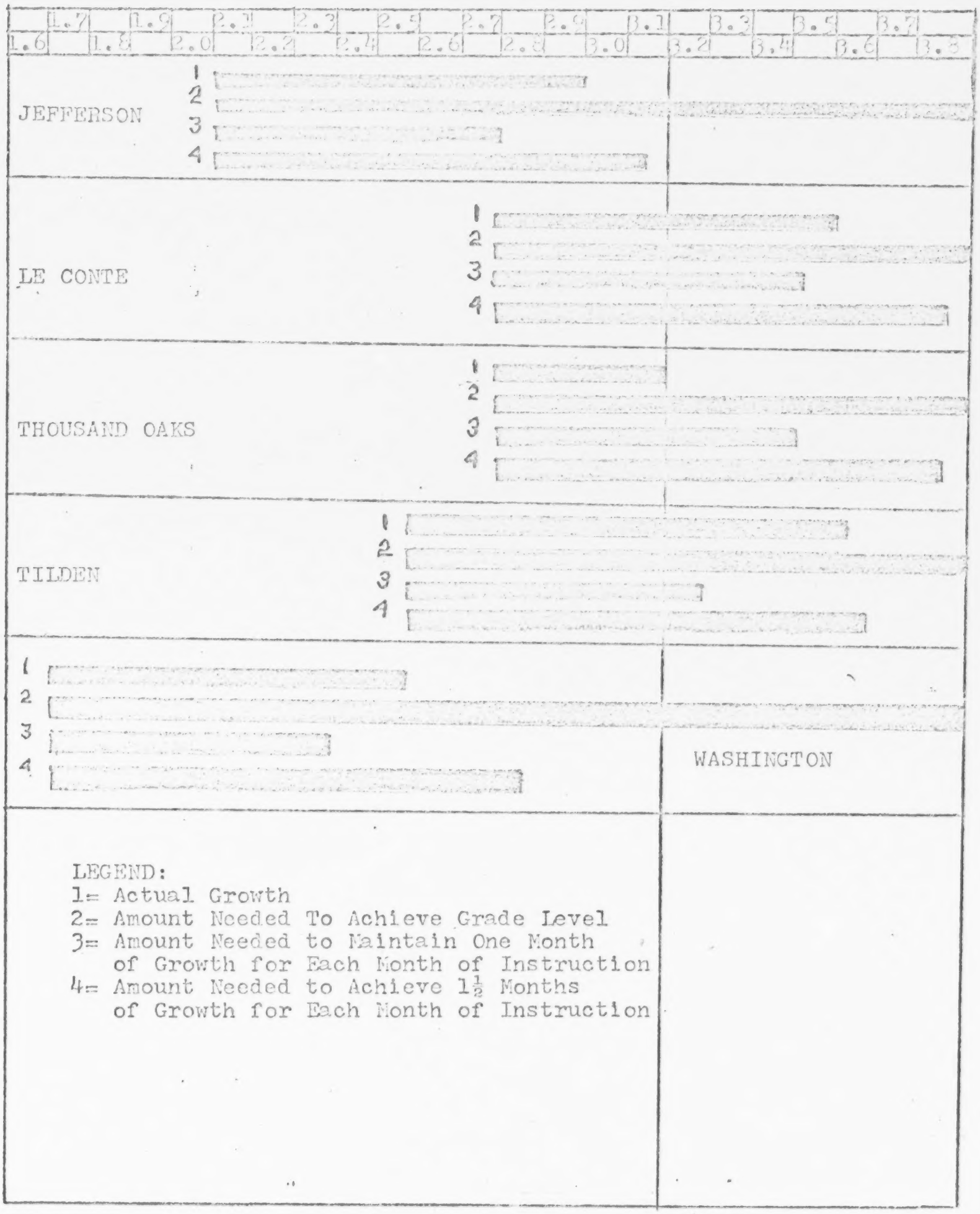
Chart II

S.A.T.
Paragraph Meaning - Grade 3



LEGEND:
1= Actual Growth
2= Growth Needed to Achieve Grade Level
3= Growth Needed to Maintain Month for Month of Instruction Pace
4= Growth Needed to Achieve 1½ Months For Each Month of Instruction

Chart III
S.A.T.
Word Meaning - Grade 3



LEGEND:
1= Actual Growth
2= Amount Needed To Achieve Grade Level
3= Amount Needed to Maintain One Month of Growth for Each Month of Instruction
4= Amount Needed to Achieve 1½ Months of Growth for Each Month of Instruction

Reading - Grade 4

The results from the reading and language components of the Comprehensive Test of Basic Skills will be presented separately. The following table presents the breakdown of the reading scores for both the control and experimental groups.

Table V

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	55	337.10	3.0	
Post	55	371.10	3.6	+.6
Lincoln				
Pre	48	325.50	2.7	
Post	48	382.04	3.8	+1.1
Total Experimental				
Pre	103	331.69	2.9	
Post	103	376.20	3.7	+.8
Control				
Columbus				
Pre	48	353.39	3.2	
Post	48	376.60	3.7	+.5
Longfellow				
Pre	117	346.51	3.1	
Post	117	377.77	3.7	+.6
Total Control				
Pre	165	348.51	3.2	
Post	165	377.45	3.7	+.5

On a preliminary analysis, the experimental group's combined total mean exceeded the control group's combined total mean by three months. The control group made less than moderate growth; while the experimental group exceeded this standard by making at least one month's growth for each month of instruction.

The following discussion will focus on comparing each of the experimental schools with the control group. Again, the control group is composed of students with similar backgrounds but for whom the ESEA program did not serve.

Franklin: Fifty-five students took both the pre and the post test and received grade equivalent means of 3.0 and 3.6 respectively. Their respective medians were 2.9 and 3.6.

The pre-test scores ranged from 1.0 to 5.2 and the post-test scores ranged from 1.9 to 6.4. At the time of the pre-test, slightly over fourteen percent were at or above grade level compared to about eleven percent at the time of the post-test.

The growth was not quite moderate, increasing only by six months and still twelve months below grade level.

A little over thirty-four percent achieved at least one year's growth for the seven months of instruction. A little over fifty-eight percent maintained at least one month's growth for each month of instruction. About thirty percent made a substantial improvement of at least 1.5 months of growth for each month of instruction.

Lincoln: The forty-eight students made a substantial improvement of one year and one month and exceeded the rate of 1.5 months of growth for each month of instruction. However, they were still one year below grade level.

At the time of the pre-test, twelve and one-half percent were at or above grade level, compared to about twenty-one percent at the time of the post-test.

Almost forty-six percent made at least one year's growth or at least one and one-half month's growth for each month of instruction. Almost nineteen percent made an unexpected growth of at least two years.

Control Group: Columbus' forty-eight students made only five months increase from 3.2 to 3.7 and were, therefore, eleven months below grade level. Twenty-five percent made at least one year's growth, compared to thirty-four and forty-six percent for the experimental group. About twenty-three percent made a substantial growth of at least 1.5 month's growth for each month of instruction, compared to thirty and forty-six percent for Franklin and Lincoln.

Slightly over thirty-three percent made at least one month's growth for each month of instruction compared to fifty-five percent for Franklin and fifty-eight percent for Lincoln.

The 117 students at Longfellow made six months growth from 3.1 to 3.7 and were eleven months below grade level. Twenty-nine percent made at least one year's growth, compared to thirty-four and forty-six percent for the experimental group.

Twenty-three percent made a substantial improvement, compared to thirty and forty-six percent for the experimental group. Forty-eight percent made at least one month's growth for each month of instruction, while the experimental group had percentages of fifty-five and fifty-eight.

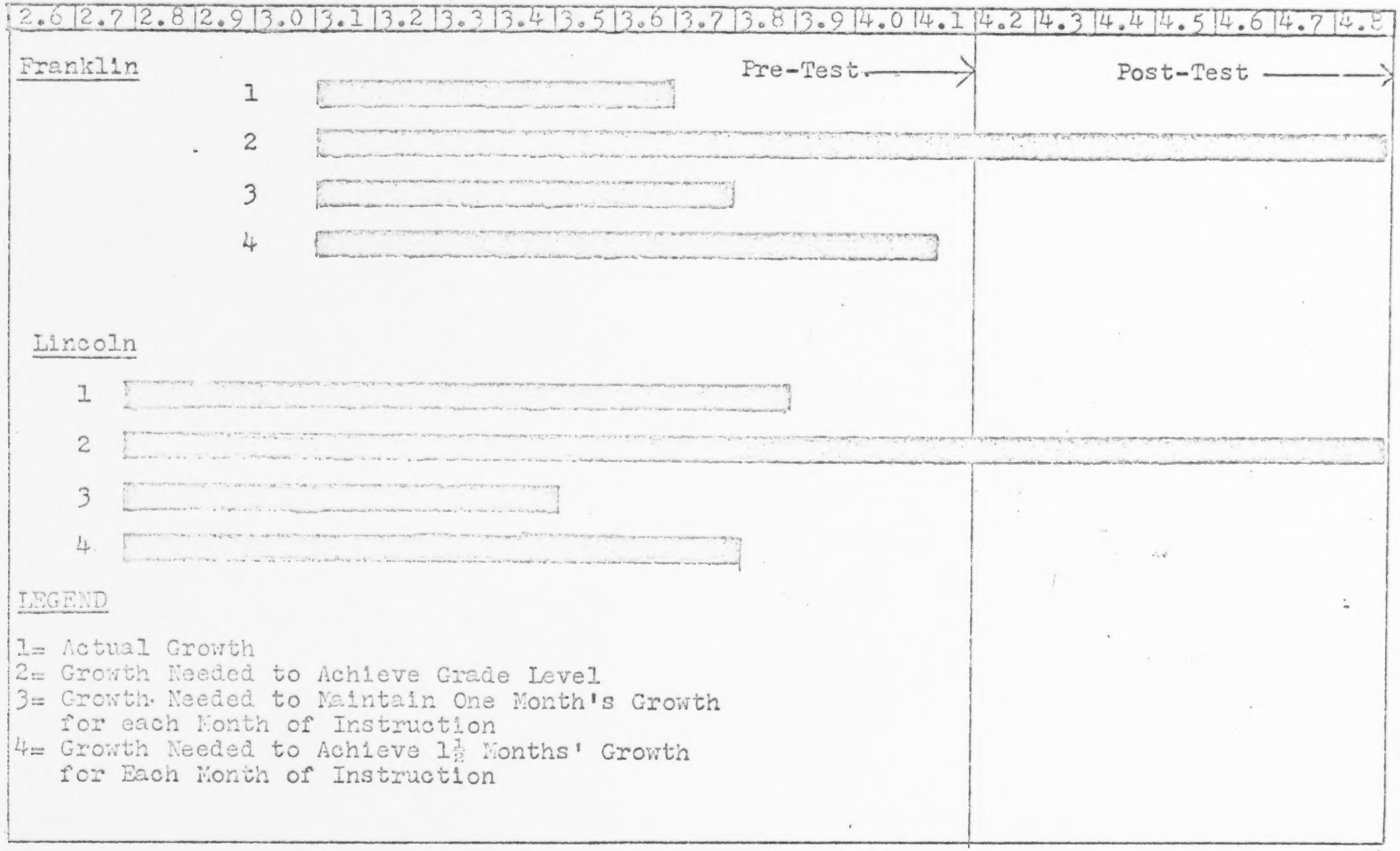
Conclusion: Statistically speaking, Lincoln's improvement was significantly different at the .05 level. Franklin did not differ greatly

from the control group, although it did, perhaps, do somewhat better than Columbus.

The chart on the following page displays the amount of growth for the experimental group.

Chart IV

Comprehensive Tests of Basic Skills
Reading - Grade 4


2.6 2.7 2.8 2.9 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8
Franklin
Pre-Test
Post-Test
1
2
3
4
Lincoln
1
2
3
4
LEGEND
1= Actual Growth
2= Growth Needed to Achieve Grade Level
3= Growth Needed to Maintain One Month's Growth for each Month of Instruction
4= Growth Needed to Achieve 1½ Months' Growth for Each Month of Instruction

Language - Grade 4

Table VI provides the results of the language scores from the Comprehensive Test of Basic Skills. Both the control and experimental groups are shown.

Table VI

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	54	325.72	2.7	
Post	54	374.24	3.5	+.8
Lincoln				
Pre	48	312.50	2.6	
Post	48	378.25	3.6	+1.0
Total Experimental				
Pre	102	319.50	2.6	
Post	102	376.12	3.6	+1.0
Control				
Columbus				
Pre	48	332.50	2.9	
Post	48	372.02	3.5	+.6
Longfellow				
Pre	117	336.70	2.9	
Post	117	387.24	3.0	+.9
Total Control				
Pre	165	335.48	2.9	
Post	165	382.81	3.7	+.8

The experimental group made one year's growth, two more months than did the control group. The mean grade equivalent for the experimental group was twelve months below grade level and eleven months below grade level for the control group.

Franklin: The fifty-four students made on the average a moderate improvement of eight months from 2.7 to 3.5. Still, the group mean was thirteen months below grade level.

About seven percent of the students were at or above grade level for the pre-test while fourteen percent were at or above level for the post-test.

About fifty-two percent of the students made at least one year's growth and thirty-seven percent made a substantial growth of at least 1.5 month's growth for each month of instruction. Sixty-one percent made at least moderate improvement of one month's growth or better for each month of instruction.

Lincoln: On the average the forty-eight students made a substantial growth of one year. This was achieved by fifty-four percent of the students.

About six percent of the students were at or above grade level on the pre-test compared to twelve percent on the post-test. About forty-six percent made a mean growth of at least 1.5 months of growth for each month of instruction. Over fourteen percent made a two year's growth.

Control Group: Columbus' forty-eight students raised their mean score from 2.9 to 3.5 for six months of growth. Twenty-nine percent made one year's growth, compared to fifty-two and fifty-four percent for the experimental group.

About twenty-three percent of the students achieved a substantial growth of at least 1.5 months per month of instruction. The experimental group received percentages of thirty-seven and forty-six.

A moderate growth was achieved by forty-eight percent of the students, while the experimental group made percentages of sixty-one and seventy-five.

The 117 students at Longfellow made a moderate growth of nine months and were one year below grade level at the post-test.

While the experimental group made percentages of fifty-two and fifty-four regarding the students who had achieved at least one year's growth, Longfellow students who achieved at least one year's growth numbered thirty-seven percent.

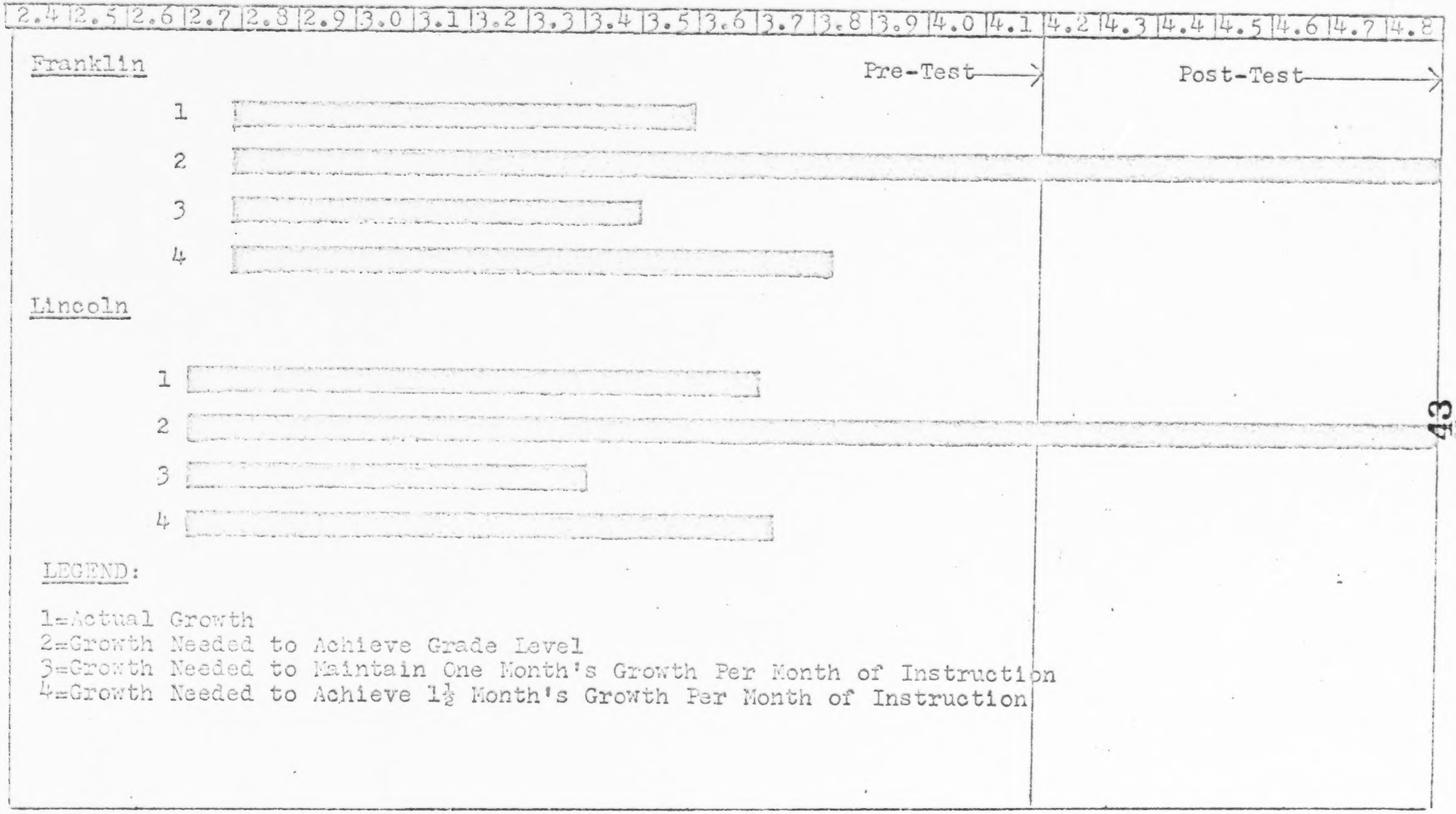
Thirty-six percent made a substantial growth of at least 1.5 months of growth for each month of instruction compared to thirty-seven and forty-six.

Conclusion: The experimental group did slightly better than the control group. The amount of growth was not significantly better for the experimental group when the two schools are combined, at least this holds true for the mean growth.

Chart V diagrams the growth for the experimental group.

Chart V

Comprehensive Tests of Basic Skills
Language - Grade 4



Reading - Grade 5

Table VII presents the results of the reading scores from the Comprehensive Test of Basic Skills -- both for the control and experimental groups.

Table VII

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	43	354.41	3.3	
Post	43	392.81	4.1	+.8
Lincoln				
Pre	47	351.57	3.2	
Post	47	404.36	4.3	+1.1
Total Experimental				
Pre	90	352.93	3.2	
Post	90	398.84	4.2	+1.0
Control				
Columbus				
Pre	48	377.50	3.7	
Post	48	399.68	4.2	+.5
Longfellow				
Pre	115	386.90	3.9	
Post	115	417.24	4.7	+.8
Total Control				
Pre	163	384.13	3.8	
Post	163	412.07	4.5	+.7

The experimental exceeded the growth of the control group by three months and made a year's growth over a seven month period of instruction between testing. The experimental group was still sixteen months below grade level while the control group was twelve months below grade level.

Franklin: The forty-three students at Franklin made a moderate improvement of eight months from 3.3 to 4.1. Still, they were on the average seventeen months below grade level.

At the time of the pre-test, one student obtained a score of grade level, none were above. Only two obtained scores at or above grade level on the post-test.

About forty percent achieved one year's growth during the seven months of instruction. About thirty-five percent made a substantial growth of at least 1.5 month's growth for each month of instruction; and, a little over sixty percent made a moderate improvement of at least one month's growth for each month of instruction.

Lincoln: The forty-seven students, on the average, made more than a year's growth but were still, on the average, fifteen months below grade level.

About fifty-one percent achieved a year's growth; about forty-nine percent made a substantial growth of at least 1.5 months' growth for each month of instruction; and, about sixty-two percent made a moderate improvement of one month's growth per month of instruction. There were six dubious high gains of from 2.6 to 4.1 years which I cannot account for in terms of the data.

Control Group: The forty-eight students at Columbus made on the average five months growth, which still placed them fifteen months below grade level.

Twenty percent made at least one year's growth; fourteen percent made

a substantial improvement; and, about forty percent made a moderate improvement, or higher.

The students at Longfellow made a moderate improvement of eight months which placed them eleven months below grade level.

About twenty-nine made at least one year's growth; twenty percent made a substantial improvement; and, about forty-eight percent made a moderate improvement or better.

The figures compare with the experimental group's percentages of forty and fifty-one percent making at least one year's growth; thirty-five and forty-nine making at least a substantial improvement; and, sixty and sixty-two percent making at least a moderate improvement.

Conclusion: The experimental group did significantly better than the control group, not just in terms of the mean growth as evidence by the preceding discussion. In terms of the mean difference, Franklin did not differ greatly from the total control group, although there were other significant differences indicated above.

Chart VI indicates the growth of the experimental group.

Chart VI
Comprehensive Tests of Basic Skills
Reading - Grade 5

3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.6	5.7	5.8
																Pre-Test →				Post-Test →					

FRANKLIN

1 [ ]
2 [ ]
3 [ ]
4 [ ]

LINCOLN

1 [ ]
2 [ ]
3 [ ]
4 [ ]

LEGEND:
1=Actual Growth
2=Growth Needed to Achieve Grade Level
3=Growth Needed to Maintain One Month's Growth per Month of Instruction
4=Growth Needed to Achieve 1½ Month's Growth per Month of Instruction

Language - Grade 5

Table VIII lists the results of the language scores from the Comprehensive Test of Basic Skills for the experimental and control groups.

Table VIII

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	43	338.23	2.9	
Post	43	377.00	3.6	+.7
Lincoln				
Pre	48	329.02	2.9	
Post	48	382.50	3.8	+.9
Total Experimental				
Pre	91	333.37	2.9	
Post	91	370.90	3.7	+.8
Control				
Columbus				
Pre	52	368.53	3.4	
Post	52	396.53	4.0	+.6
Longfellow				
Pre	115	380.16	3.7	
Post	115	423.60	4.8	+1.1
Total Control				
Pre	167	376.58	3.6	
Post	167	415.17	4.6	+1.0

On the average, the control group made two months greater gain than did the experimental group. Additionally, the control group was now twelve months below grade level while the experimental group was twenty-one months below grade level. The control group started out, on the basis of pre-test means, seven months ahead. This does bring up some question as to the comparability of the control group with the experimental group. Perhaps the curriculum for the experimental group was significantly different because of the generally low scores on the pre-test. Or, did the curriculum of the control group provide those skills that the test measured? The answers to these questions might give us some light into understanding the results.

Franklin: The forty-three students on the average made a moderate improvement of eight months but were twenty-two months below grade level on the post-test. For neither the pre-nor the post-tests were there any students at or above grade level.

Thirty-seven percent made one year's growth during the seven month's of instruction; thirty percent made substantial improvement; and, slightly over sixty-two percent made a moderate improvement of at least one month's growth for each month of instruction.

Lincoln: The forty-eight students made on the average a moderate improvement of nine months, but were twenty months below grade level on the post-test.

Close to forty-four percent made one year's growth or more during the seven months of instruction; thirty-seven percent made a substantial improvement of at least 1.5 month's grwoth per month of instruction; and, sixty-seven percent made moderate improvement.

Control Group: Columbus' fifty-two students made a mean growth of six months but were eighteen months below grade level at the time of the post-test.

Thirty-three percent made at least one year's growth; twenty-seven percent made a substantial improvement; and, fifty percent made a moderate improvement of at least one month's growth per month of instruction.

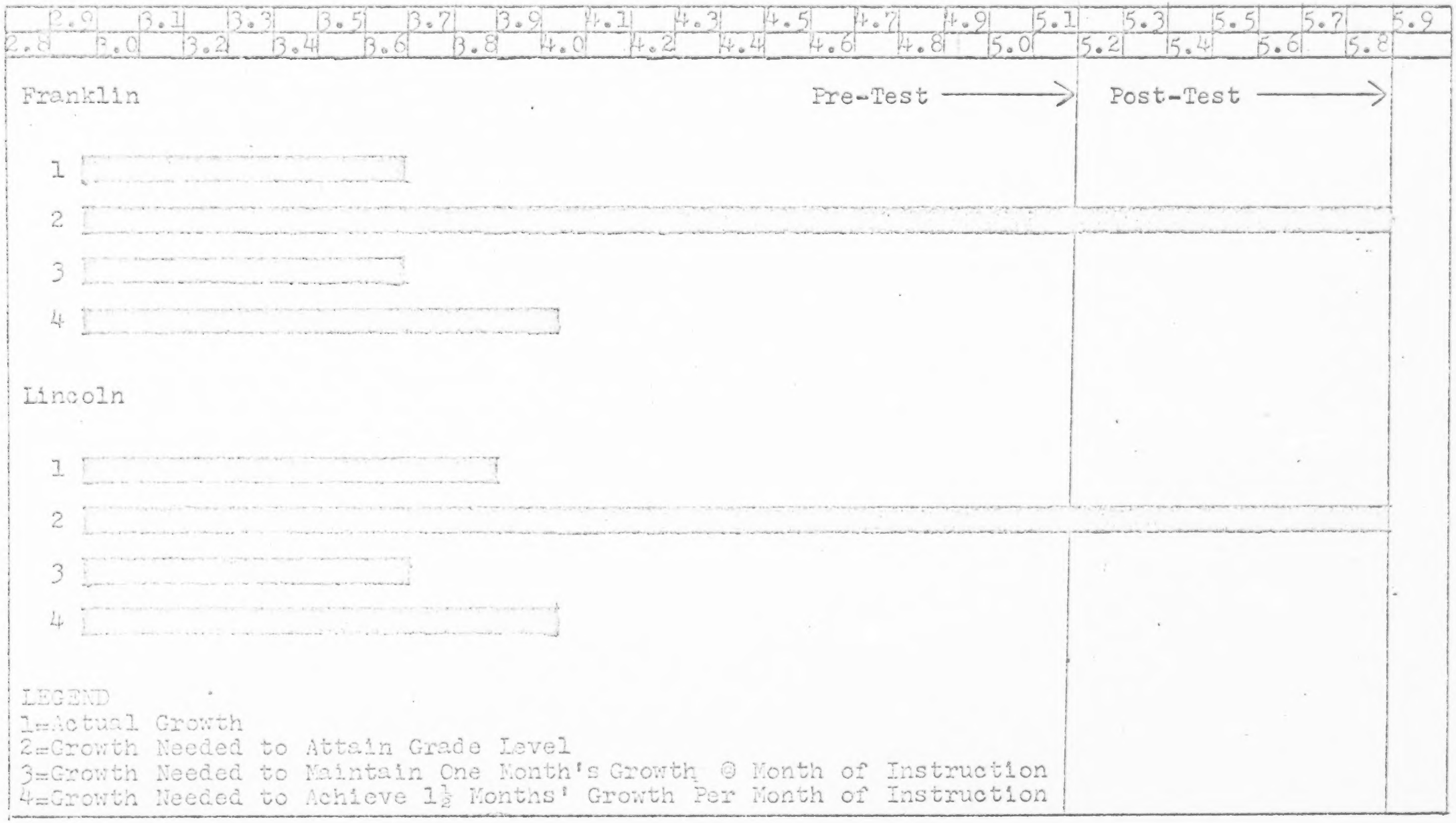
Longfellow's 115 students made a substantial mean growth of one year and one month and were ten months below grade level at the post-test.

Forty-three percent made at least one year's growth; forty percent made a substantial improvement; and, sixty percent made a moderate improvement.

Conclusion: Even though the mean increase for the control group was two months greater, this difference was not significant. Statistically, there was no significant difference between the mean gain scores of the two groups. On the basis of the test results, the groups are about the same.

Chart VII displays the growth of the experimental group.

Chart VII
Comprehensive Tests of Basic Skills
Language - Grade 5



Reading - Grade 6

The following table indicates the scores of the reading results from the Comprehensive Test of Basic Skills. Both control and experimental groups are indicated.

Table IX

School	N	Expected Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	61	403.18	4.3	
Post	61	420.39	4.7	+.4
Lincoln				
Pre	47	363.87	3.4	
Post	47	412.61	4.5	+1.1
Total Experimental				
Pre	108	386.07	3.9	
Post	108	417.00	4.7	+.8
Control				
Columbus				
Pre	40	414.15	4.6	
Post	40	436.40	5.1	+.5
Longfellow				
Pre	116	423.54	4.7	
Post	116	441.73	5.3	+.6
Total Control				
Pre	156	421.13	4.7	
Post	156	441.00	5.3	+.6

The experimental group had a mean growth of two months greater than the control group. The experimental group was twenty-one months below grade level compared to fifteen months below grade level for the control group.

Franklin: The sixty-one students at Franklin made a slight improvement of only four months for the seven months of instruction. The post-test mean was twenty-one months below grade level.

At the time of the pre-test, eleven percent were at or above grade level; while for the post-test, eight percent were at or above grade level.

About twenty-three percent achieved one year's growth for the seven months of instruction; slightly over sixteen percent made a substantial growth; and, about forty-one percent made a moderate improvement of at least one month's growth per month of instruction.

Lincoln: The forty-seven students made on the average a substantial growth of one year and one month. Still, they were twenty-three months below grade level.

Slightly over forty-two percent achieved at least one year's growth; slightly over twenty-nine percent made a substantial growth; and, about fifty-three percent made a moderate amount of improvement.

It should be noted that there were some especially high gains made which are far beyond normal expectations. Four gain scores ranged from a low of 3.2 to a high of 8.4. These scores are difficult to explain as occurring only by chance.

Control Group: The students at Columbus had a mean increase of five months and were seventeen months below grade level on the post-test.

Thirty percent achieved at least one year's growth; the same thirty percent achieved a substantial growth of at least 1.5 month's growth per month of instruction; and, thirty-five maintained one month's growth for

each month of instruction.

The Longfellow students attained a mean growth of six months and were at the time of the post-test fifteen months below grade level.

Eighteen percent achieved at least one year's growth; eleven percent achieved a substantial growth of at least one and one-half month's growth per month of instruction; and, thirty-seven percent maintained a moderate rate of growth.

Conclusion: While the mean growth scores were only slightly in favor of the experimental group, the additional percentages making increases tends to also favor the experimental group. A "t" test indicated that only Lincoln of the experimental group was significantly higher in its mean gain score.

No chart will be presented this time as the low score for Lincoln on the pre-test would make the chart too large for this size paper.

Language - Grade 6

Table X presents the results of the language component of the Comprehensive Test of Basic Skills. Both control and experimental groups are presented.

Table X

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	61	397.27	4.1	
Post	61	425.98	4.8	+.7
Lincoln				
Pre	45	369.22	3.4	
Post	45	409.11	4.4	+1.0
Total Experimental				
Pre	106	385.36	3.8	
Post	106	418.82	4.7	+.9
Control				
Columbus				
Pre	40	405.87	4.3	
Post	40	423.07	4.8	+.5
Longfellow				
Pre	115	416.12	4.6	
Post	115	438.42	5.1	+.5
Total Control				
Pre	155	413.47	4.5	
Post	155	434.46	5.0	+.5

Making a moderate improvement of nine months, the experimental group exceeded the mean gain of the control group by four months. Both means were well below grade level.

Franklin: The students made a moderate improvement of one month's growth for each month of instruction.

Almost twenty percent made one year's growth for the seven months of instruction; eighteen percent made a substantial growth of at least one and one-half month's growth per month of instruction; and, slightly over thirty-nine percent made a moderate improvement of at least one month's growth for each month of instruction. There was only one abnormally high gain of 5.2 years.

Lincoln: On the average a full year's growth was achieved. Forty-four percent made at least this much growth.

A little over thirty-five percent made a substantial growth of at least one and one-half month's growth per month of instruction; and, sixty-two percent made a moderate improvement by maintaining at least one month's growth for each month of instruction.

Control Group: Both Columbus and Longfellow made a mean gain of five months. Twenty-five percent of Columbus' students and about twenty-eight percent of Longfellow's students made at least one year's growth; seventeen percent of Columbus' and twenty-six percent of Longfellow's students made a substantial growth of at least 1.5 month's growth per month of instruction; and, about forty-three percent of the students at Columbus and about forty-seven percent of the students at Longfellow maintained a moderate growth of at least one month's growth for each month of instruction.

Conclusion: The experimental mean was significantly more than the mean of the control group. Again, Lincoln's mean growth and percentage growth

was significantly better than the others.

Again, because of the low score of Lincoln on the pre-test a chart cannot be produced as it would be too large for this size paper.

SUMMARY

This table provides a grade by grade summary of the test results for reading.

Table XII

Grade		Grade Equivalent	Growth
First	140	2.0	
Second			
Pre	175	1.9	
Post	175	3.0	+1.1
Third			
Paragraph Meaning			
Pre	65	2.1	
Post	65	3.0	+.9
Word Meaning			
Pre	79	2.5	
Post	79	3.0	+.5
Fourth			
Reading			
Pre	103	2.9	
Post	103	3.7	+.8
Language			
Pre	102	2.6	
Post	102	3.6	+1.0
Fifth			
Reading			
Pre	90	3.2	
Post	90	4.2	+1.0
Language			
Pre	91	2.9	
Post	91	3.7	+.8

58 A

Table XII (continued)

Grade	N	Grade equivalent	Growth
Sixth			
Reading			
Pre	108	3.9	
Post	108	4.7	+.8
Language			
Pre	106	3.8	
Post	106	4.7	+.9

THOUSAND OAKS SCHOOL

ESEA READING PROGRAM

The reading specialist at Thousand Oaks School maintains longitudinal records in reading achievement for ESEA designated pupils. In collaboration with the classroom teacher up-to-date pupil profiles of phonics' test were prepared. The longitudinal test record begins in grade one and students are followed through grade three. Tests administered by the specialist include Gates-McGinite, Botel Word List and Botel Word Opposites. The instructional reading level of each child is also recorded.

Year-end summaries of group achievement by grade and teacher include data which indicate the following:

1. Individual pupil growth

2. Instructional materials used by the teacher (first grade)

3. Amount of paraprofessional assistance in the classroom

First Grade

Five first-grade teachers had a total of 39 ESEA designated children. Four teachers were assisted by a half-time instructional aide while the other had a full-time aide in her classroom. Results of the reading program are reported in Table I. Of 39 first-grade ESEA

children, 12 were reading above grade level--one to two and a half years, 5 were at grade level, while 22 were one half to one year below grade level.

Second Grade

Records of second-grade students indicate their progress from first grade to the the end of second grade. Of the four second-grade teachers one had a full-time instructional aide for the full year. One had the services of a half-time aide for the spring semester, while the other two had no instructional aide in their classrooms. The progress of 33 ESEA students indicated that 11 or 1/3 of the group were reading above grade level at the end of the school year. Nine students were at .5 year below grade level while 14 were 1 to 1.5 year's behind. Individual teacher summaries are recorded in Table II. The growth pattern of the second graders reveals that of the 33 second graders, 10 made 1.5 to 2.5 year's growth, 12 made achievement gains of .75 to 1.0 year while 12 fell below that level in reading growth.

Third Grade

Third grade records have been maintained for ESEA pupils from the first grade. There were six teachers with a total of 48 Title I designated children. One teacher had a full-time instructional aide for the full year while one had an aide half time for the spring semester. Table III shows that six students were reading

above grade level at the end of the school year. Eight were reading at grade level, 14 scored .5 year below, 11 one year below, while 9 students were more than one year below grade level. The growth record reveals that 7 third graders made 1.5 year's growth in reading while 19 achieved a year's gain. Thus, nearly 50% of the ESEA designated third graders made 1 to 1.5 year's gain in reading. Two students progressed .75 year while 20 made less growth.

Reading profiles on first, second and third-grade students indicate that of 121 ESEA designated students, 51 or 41% made 1 to 1.5 year's growth in reading achievement at Thousand Oaks School.

Summary and Recommendations

Thousand Oaks records of ESEA children in reading are graphic and revealing showing pupil performance and growth in a systematic fashion. Classroom teachers and reading specialists can readily determine the child's progress, strengths and weaknesses. Such cumulative records by the ESEA designated students can serve as a diagnostic and prescriptive tool. It is recommended therefore that reading profiles be developed and maintained by skills specialists at each ESEA designated school. Summary sheets by classrooms provide information which pinpoint the achievement gains by teacher. Further, comparisions can be made between aided and non-aided classrooms.

THOUSAND OAKS SCHOOL
FIRST GRADE - READING LEVELS & GROWTH RECORD - 1970-71
ESEA DESIGNATED STUDENTS

Teacher	Instructional Aide Time	Reading Level							Instructional Materials Utilized
		PP	1^1	1^2	2^1	2^2	3^1	3^2	
A	½ time spring	2	3						Lippencott and other State series
B	½ time spring	3	4	1					State Series and Chandler
C	½ time spring	3	5						State-Mainly Harper
D	½ time spring				4	2		1	Distar (Begun in Kindergarten)
E	Full time Full year			2	4	4		1	Lippencott and State
TOTAL		8	14	5	8	2	1	1	
Pupil Growth (in years)		.25	.5	.75	1.0	1.5	2.0	2.5	

E/6/3

THOUSAND OAKS SCHOOL
SECOND GRADE - READING LEVELS & GROWTH RECORD 1970-71
ESEA DESIGNATED STUDENTS

Teacher	Instructional Aide Time	Reading Level							Growth (In Years)							
		PP	1^1	1^2	2^1	2^2	3^1	3^2	.25	.5	.75	1.0	1.5	2	2.
A	---		2	3	2			1	1	1	4		1		
B	Half Time spring	1	1	1	5		1		1	1	3	3	1		
C	Full Time Full Year		2				3	2	1	1				2	2	1
D	---	1		3	1	1	2	2	1		1	2	2	1	3	
TOTAL		2	5	7	8	1	6	5	4	3	5	9	3	4	5	1

33

ESEA/10/3

THOUSAND OAKS SCHOOL
THIRD GRADE - READING LEVELS & GROWTH RECORD - 1970-71
ESEA DESIGNATED STUDENTS

Teacher	Instructional Aide time	Reading Level									Reading Growth (In Years)					
		1^1	1^2	2^1	2^2	3^1	3^2	4^1	4^2	5^1	0	.25	.50	.75	1.0	1.5
A				2	1	2	2			1			2		5	1
B	Half Time spring	1	1	1	4	5	2			1	2	1	7		1	4
C	Full Time Full Year			1	2	1	3						1	1	4	1
D		1		1		1		1				1	2		1	
E				1	3	3	1	1					4	1	4	
F					1	2		2							4	1
TOTAL		2	1	6	11	14	8	4		2	2	2	16	2	19	7

E/8/3

Mathematics - Grade 1

The following table provides a breakdown of the test results for the mathematics component of the Cooperative Primary Test for grade 1, administered May, 1971.

Table XIII

School	N	Scaled Score Mean	Grade Equivalents
Emerson	18	136.61	1.8
Jefferson	9	137.77	1.9
Le Conte	48	135.72	1.8
Thousand Oaks	74	137.94	1.9
Tilden	9	133.88	1.5
Washington	12	138.08	1.9
Total RSMA	170	136.95	1.8

As can be easily seen, all the school except one were at or above grade level. The following provides a brief school by school description.

Emerson: The mean grade equivalent for the post-test was 1.8, with a median grade equivalent of 1.6. Of the 18 students who took the test, 67 percent of the students were at grade level or better. The scores ranged from a low of 1.0 to a high of 3.3. One-third of the students were below grade level at the time of the exam.

Jefferson: Only nine students out of 14 took the post-test, with a mean grade equivalent of 1.9 and a median grade-equivalent of 1.8. Seven of the nine students were at or above grade level. The scores range from 1.5 to 2.2.

Le Conte: 48 students took the examination, with a mean grade equivalent of 1.8 and a median grade equivalent of 1.6. 18, or 37.5% of the students were at or above grade level. The range of scores was

from 1.1 to 3.5.

Thousand Oaks: 74 students took the post-test with a mean grade equivalent of 1.8 and a median grade equivalent of the same score. The range of scores was from 1.0 to 4.1. 64% of the students were at or above grade level. 45% of the students had grade equivalents of 2.0 or better, with about 9% having grade equivalents of 3.0 or better.

Tilden: Nine students participated in the post-test and achieved grade equivalents of 1.5. Only one student was at grade level or better with a score of 2.3. The remaining eight students were on the average, 4 months below grade level.

Washington: The mean for the twelve students was 1.9, with a median grade equivalent of 2.0. Nine of the twelve, or seventy-five percent, were at or above grade level. The scores ranged from a low of 1.3 to a high of 2.3.

Total: For the 170 students taking the post-test, their combined mean grade equivalent was 1.8 and was achieved by a little more than 55% of the students.

Mathematics - Grade 2

The following table provides a breakdown of the scores for the second grade. Tilden's scores were excluded for lack of pre-test scores.

Table XIV

School	N	Scaled Score Mean	Grade Equivalents	Growth
Emerson				
Pre	14	133.78	1.5	
Post	14	144.57	2.5	+1.0
Jefferson				
Pre	36	137.72	1.9	
Post	36	140.36	2.1	+.20

Table XIV
(Continued)

School	N	Scaled Score Mean	Grade Equivalents	Growth
Le Conte				
Pre	23	131.26	1.3	
Post	23	138.52	2.0	+.70
Thousand Oaks				
Pre	22	123.81	1.0*	
Post	22	139.27	2.0	+1.0*
Washington				
Pre	6	140.17	2.1	
Post	6	147.50	2.7	+0.6
Total ESEA				
Pre	101	132.82	1.4	
Post	101	140.71	2.2	+0.8

*Probably less than 1.0, consequently growth is probably more than 1.0. See the discussion for further explanation.

Again, it can be seen that for the combined group, the post-test grade equivalent mean was 2.2, or six months below the national norm. The average amount of growth was moderate and the growth achievement was greater than one month's growth per month of instruction between the time the two tests were given. The following is a more detailed analysis of the test results by school.

Emerson: At the time of the pre-test, only three of the fourteen students taking the test were at grade level. The pre-test-mean grade equivalent was 1.5, with a median grade equivalent of 1.45. The pre-test range of scores was from 1.0 to 2.6. At the time of the post-test, two students were at or above national grade level, with respective acores of 4.1 and 4.4. A mean growth of 1.0 was more than a month's growth per month of instruction which would qualify for a rating of

Emerson (Continued): "moderate" growth. However, 50 percent of the students achieved more than 10.5 months' growth which would quaiify them for a rating of "substantial" growth. In fact a little over twenty-eight percent of the students achieved more than fifteen months' growth, or better than two months' growth per month of instruction. While most of the students achieved an almost "substantial" improvement for the seven months of instruction, they were still below grade level at the time of the post-test.

Jefferson: Of thirty-six who took the pre and post-test, their mean grade equivalents were 1.8 and 2.1 respectively. Their respective median grade equivalents were 1.75 and 2.10. On the average, there was only two months' growth which was a very negligible and not statistically significant figure. Only nineteen percent of the students achieved at least a month's growth per month of instruction. Eleven percent of the students were at or above grade level at the time of the post-test; consequently, eighty-nine percent were still below grade level.

Le Conte: For the twenty-three students taking both tests, the mean grade equivalents were 1.3 and 2.0. On the average, they achieved seven months of growth or one month's growth per month of instruction which would qualify them for a rating of "moderate" improvement. Slightly over twenty-one percent of the students achieved more than 1.5 months' growth per month of instruction.

At the time of the pre-test, only one student was at or above grade level; at the time of the post-test, only two were at or above grade level. While the group did achieve a month's growth per month of instruction, they started quite low and finished quite low, on the average of eight months below grade level.

Thousand Oaks: The program was expanded to include close to sixty-six students, but only twenty-two had both pre- and post-test scores. The pre-test grade equivalent mean was 1.0, but was probably even lower as twelve students received raw scores of zero. If one were to calculate what the pre-test mean was, it would probably be close to eight months--a figure which really has little relevance. On the average they achieved ten months' growth, or more than one month's growth per month of instruction which would qualify as "moderate" improvement. Of those students with pre-test raw scores of zero (which was misleadingly equated with a grade equivalent of 1.0), their post-test mean grade equivalent was 1.86. One can conjecture that these twelve students were not "prepared" to take the pre-test, for whatever reason, and that their raw scores of zero were automatically given grade equivalents of 1.0.

If these twelve scores of zero are excluded from the analysis, then the remaining ten students would have had a pre-test mean grade equivalent of 2.0 and a post-test mean grade equivalent of 2.1, thereby making only one month's growth during the seven months period of instruction between the two tests.

All but two of the twenty-two students were still below the national grade level at the time of the post-test, although achieving a mean growth score of 10 months during the seven months of instruction. Even then, this growth score can be misleading in light of the zero scores at the pre-test. One can conjecture that either substantially more or less was achieved in terms of the mean growth scores depending upon one's interpretation of the pre-test zero scores. The data does not permit me to adequately give credence to one interpretation over the other.

Tilden: The students only had post-test scores, as no pre-test scores could be located. Of the eight students taking the post-test, the mean grade equivalent was 2.0 and the median grade equivalent was 1.8. Beyond that, the data does not allow for any further elaboration.

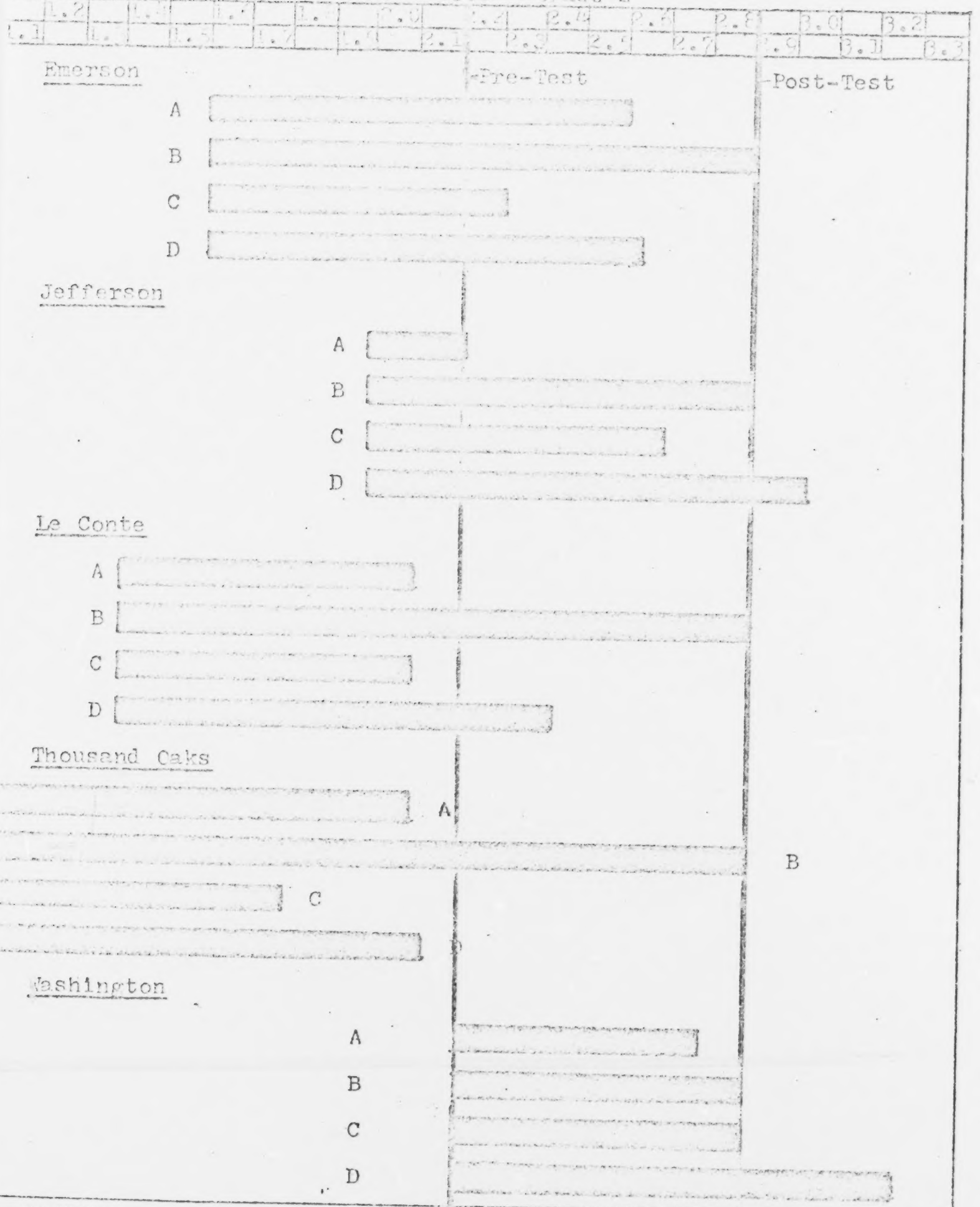
Washington: Only six students were reported to have taken both the pre- and post-tests. Their respective mean grade equivalents are 2.1 and 2.7, with their respective median grade equivalents of 2.25 and 2.50. The mean growth of six months was slightly less than one month's growth per month of instruction, although two students did exceed this growth. The small number of students taking the tests does not permit further elaboration.

Total ESEA: Collectively, there were 101 students for whom there were both pre- and post-test scores. Their mean grade equivalents were 1.4 and 2.2 respectively. The mean growth score indicated moderate improvement of slightly more than one month's growth per month of instruction for the seven months between the Fall and Spring testing, even though they were six months below the national grade level.

The following pages will indicate for each school its progress, by use of a bar graph, in meeting its objectives for the ESEA program.

Chart VIII

Cooperative Primary Test
Mathematics - Grade 2



LEGEND:
A= Actual Growth. B= Growth Needed To Achieve Grade Level.
C= Growth Needed To Maintain Month's Growth For Month of Instruction. D= Growth Needed To Achieve 1½ Month's Growth For Month of Instruction.

Mathematics - Grade 3

Table XV presents the breakdown of the results from the two mathematic components, computational and conceptual, of the Stanford Achievement Test. Please take note of the fact that scaled scores were not available for this test and that raw sxores will be used instead.

Table XV

School	N	Mean Raw Score	Grade Equivalents	Growth
Jefferson				
Computational				
Pre	37	13.29	1.9	
Post	37	20.32	2.7	+.8
Conceptual				
Pre	37	6.13	1.4	
Post	37	16.27	2.6	+1.2
Le Conte				
Computational				
Pre	28	18.46	2.3	
Post	28	24.50	2.9	+.6
Conceptual				
Pre	28	13.78	2.5	
Post	28	19.64	2.7	+.2
Thousand Oaks				
Computational				
Pre	53	15.62	2.1	
Post	53	22.35	2.8	+.7

Table XV (continued)

School	N	Mean Raw Score	Grade Equivalents	Growth
Thousand Oaks				
Conceptual				
Pre	48	10.56	2.2	
Post	48	19.50	3.0	+.8
Tilden				
Computational				
Pre	10	14.20	1.9	
Post	10	29.90	3.4	+1.5
Conceptual				
Pre	9	10.66	2.2	
Post	9	17.22	2.7	+.5
Washington				
Computational				
Pre	13	18.84	2.4	
Post	13	23.69	2.9	+.5
Conceptual				
Pre	13	6.46	1.4	
Post	13	13.00	2.4	+1.0
Total ESEA				
Computational				
Pre	141	15.77	2.1	
Post	141	22.90	2.9	+.8
Conceptual				
Pre	135	9.62	2.0	
Post	135	17.86	2.8	+.8

The following provides a brief discussion of the results for each school.

Emerson: Since there were no pre-test scores available, along with the absence of post-test scores for the conceptual section, no analysis is possible.

Jefferson: On the computational part of the mathematics test, thirty-seven students took the tests and received pre-test mean gradeequivalents of 1.9 and post- test mean grade equivalents of 2.7 for a growth of eight months or better than one month's growth for the seven months of instruction. The median grade equivalents were 1.8 and 2.8 respectively. For the pre-test, there were no students who began at grade level and for the post-test only one was at grade level. More than fifty percent of the students made more than a month's growth for each month on instruction. Twenty-nine percent also made a "substantial" improvement by exceeding 1.5 months' of growth for each month of instruction. The range on the pre-test was from a low of 1.2 to a high of 3.0. The range for the post-test was 1.5 to 3.8. Even though the post-test mean score was still 1.1 years below grade level, the students made a "moderate" improvement over the seven month period.

The conceptual component was also taken by the same thirty-seven students with a pre-test grade equivalent mean of 1.4 and a post-test grade equivalent mean of 2.6 for a substantial growth of twelve months during the seven months of instruction. At the time of the pre-test, all the students were below grade level; however, at the time of the post test, five students, or better than 10%, were above grade level. While the pre-test range was from 1.0 to 3.1, the post-test range increased from 1.0 to a high of 4.7. Even though the students were on the average over a year below grade level, they did make a substantial growth of better than 1.5 months per month of

instruction.

Le Conte: On the computational part, twenty-eight scores were available with pre-mean grade equivalents of 2.3 and a post-test mean grade equivalent of 2.9. The growth of six months was almost moderate, falling only one month short of this rating. At the time of the pre-test, only three students were at or above grade level compared to an equal amount for the post-test. The pre-test range was from 1.3 to 3.8 while the post-test range was from 1.6 to 4.3 Additionally, twenty-five percent of the students did achieve a substantial growth by exceeding 1.5 month's growth for each of the seven months of instruction. Nonetheless, the post-test mean was still nine months below grade level.

The conceptual aspect of the test showed very little growth, from a mean grade equivalent of 2.5 to a post-test mean grade equivalent of 2.7. Significant, however, was the fact that one seventh of the students were above grade level on the post-test. While only two students were rated at or above the third grade level for the pre-test, the post-test scores indicated that better than half of the students were doing 3.0 work or better (to a high of 5.7). Again the growth was insignificant and the mean grade equivalent was more than a year below grade level. However, more than fifty-percent of the students were at some level of the third grade or better at the time of the post-test compared to only two students who were doing some level of third grade work at the time of the pre-test.

Thousand Oaks: The computational section produced some seemingly perplexing scores. A correlation using Pearson's Product Moment Coefficient led to a correlation of -.485 at the .001 level of significance. Apparently, those with high scores on the pre-test had regressed towards the mean on the post-test; while those who scored low on the pre-test tended to move towards

the mean. Usually in the case of grade-equivalent scores there is a tendency for the scores at the extremes to be distorted. That is, the high scores are too high and low scores are too low. On a re-test situation these scores tend to regress towards the mean; and in this particular situation were almost reversing their rank order.

The mean growth of seven months was moderate even though the mean was still one year below grade level. Fifteen students exceeded grade level at the time of the pre-test while none did for the post-test. Considering the negative correlation, this is not an unexpected finding. About twenty-six percent of the students made a substantial improvement by exceeding the 1.5 month's growth for each month of instruction rate. These gains, as might be expected by the negative correlation, were concentrated on those students who ranked low on the pre-test. Perhaps this was a statistical normality or perhaps the curriculum was geared to help those students with the low scores and consequently they received the greatest benefit from the program.

The conceptual section produced no such negative correlation; in fact, it had a positive correlation of .45. The pre-test mean grade equivalent was 2.2 compared to a post-test mean grade equivalent of 3.0 for a moderate growth of eight months. Of the 48 students taking the test, eleven were at or exceeded grade level on the post-test with a high score of 5.7 and seven with a range from 4.0 to 4.9.

While the mean growth was eight months, thirty-nine percent made a substantial growth exceeding the criteria of 1.5 month's growth for each month of instruction. Even though the students were on the average eight months below grade level, the amount of improvement made is quite significant.

Tilden: On the computational part, there was a substantial improve-

ment of 1.5 years from 1.9 to 3.4. All but two of the students achieved this growth. While only two were at grade level for the post-test, the growth was a significant factor. However, the small number of scores reported does not allow for any adequate explanation of this increase. As for the conceptual part, the growth was five months, from 2.2 to 2.7. The students are still more than a year below the mean, compared to being only four months below the mean on the computational part of the test.

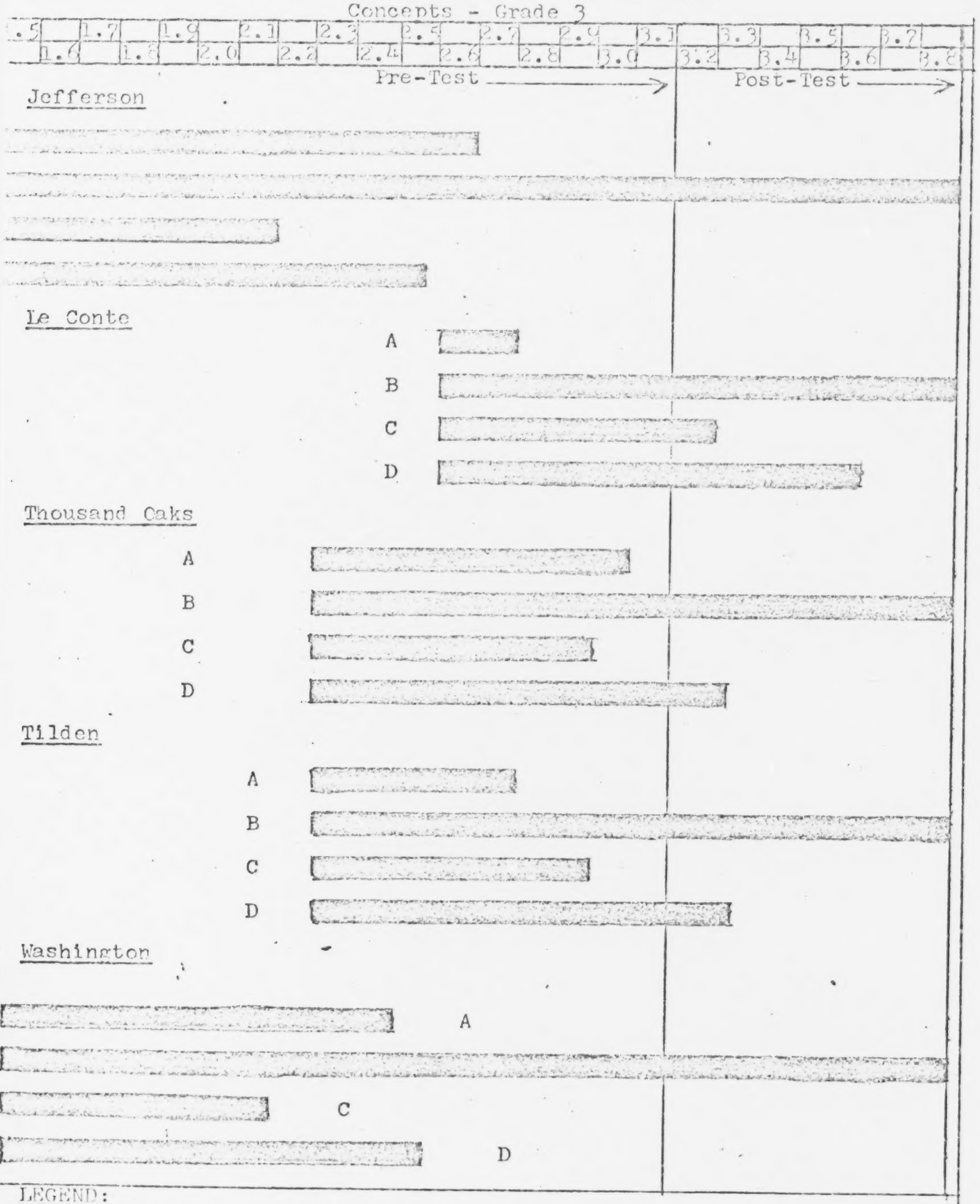
Washington: The five months of growth for the computational section was not significant. The post-test mean was eight months below grade level. The conceptual part indicated a moderate improvement of ten months from 1.4 to 2.4; however, it was still fourteen months less than grade level.

Total ESEA: For both the computational and conceptual sections of the Stanford Achievement Test, a moderate growth of eight months, or slightly more than one month for each month of instruction. The post-test means were nine and ten months, respectively, below grade level.

Again, the schools' attempts to achieve the ESEA project's objectives will be pictorially presented by a bar graph on the following pages.

Chart XII

Stanford Achievement Test - Mathematics
Concepts - Grade 3



LEGEND:
A= Actual Growth. B= Growth Needed to Achieve Grade Level.
C= Growth Needed to Maintain One Month's Growth For Each Month of Instruction. D= Growth To Achieve 1½ Months Per Month of Instruct.

Mathematics - Grade 4

Grade four includes both an experimental and a control group. Table XVI presents the break down for the two groups.

Table XVI

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	55	341.50	3.4	
Post	55	387.92	4.4	+1.0
Lincoln				
Pre	47	327.59	3.1	
Post	47	378.12	4.2	+1.1
Total Experimental				
Pre	102	335.09	3.2	
Post	102	383.41	4.3	+1.1
Control				
Columbus				
Pre	49	330.57	3.2	
Post	49	365.81	3.9	+.7
Longfellow				
Pre	110	339.30	3.3	
Post	110	375.10	4.1	+.8
Total Control				
Pre	159	336.61	3.3	
Post	159	372.24	4.0	+.7

On a preliminary look at the table, the experimental combined mean growth exceeded that of the control group by four months. The control growth made a moderate improvement in making a month's growth for each month of instruction; while the experimental group made a substantial growth by making at least 1.5 months' growth for each month of instruction.

The following discussion will focus on comparing each of the experimental schools with the combined control group. The control group is composed of students with similar backgrounds but for whom the ESEA program was not available.

Franklin: Fifty-five students took both the pre and the post-test and received grade equivalent means of 3.4 and 4.4 respectively, with respective median grade equivalents of 3.4 and 4.0. They achieved one year's growth for seven months of instruction.

The pre-test scores ranged from 2.1 to 5.6, while the post-test scores ranged from 2.1 to 6.9. At the time of the pre-test, eleven students were at or above grade level, compared with thirteen students who were at or above grade level on the post-test.

A little over fifty-eight percent of the students made one year's growth for the seven months of instruction. A little more than eighty-one percent made at least one month's growth for each month of instruction. Fifty-eight percent also made a substantial improvement of at least 1.5 month's growth for each month of instruction.

Lincoln: 47 students took both the pre and post-tests and improved from a pre-test mean grade equivalent of 3.1 to 4.2 for a substantial growth of more than 1.5 months for the seven months of instruction.

At the time of the pre-test, only four students were at or above grade level, compared with seven on the post-test. At the time of the pre-test, only six were ranked at some level of the fourth grade; while, at the post-test,

thirty-two were achieving at some level of the fourth grade.

Eighty percent of the students achieved at least one month's growth for each month of instruction and fifty-three percent of the students made a substantial growth of at least 1.5 months' growth for each month of instruction. However, they were still, on the average, four months below grade level.

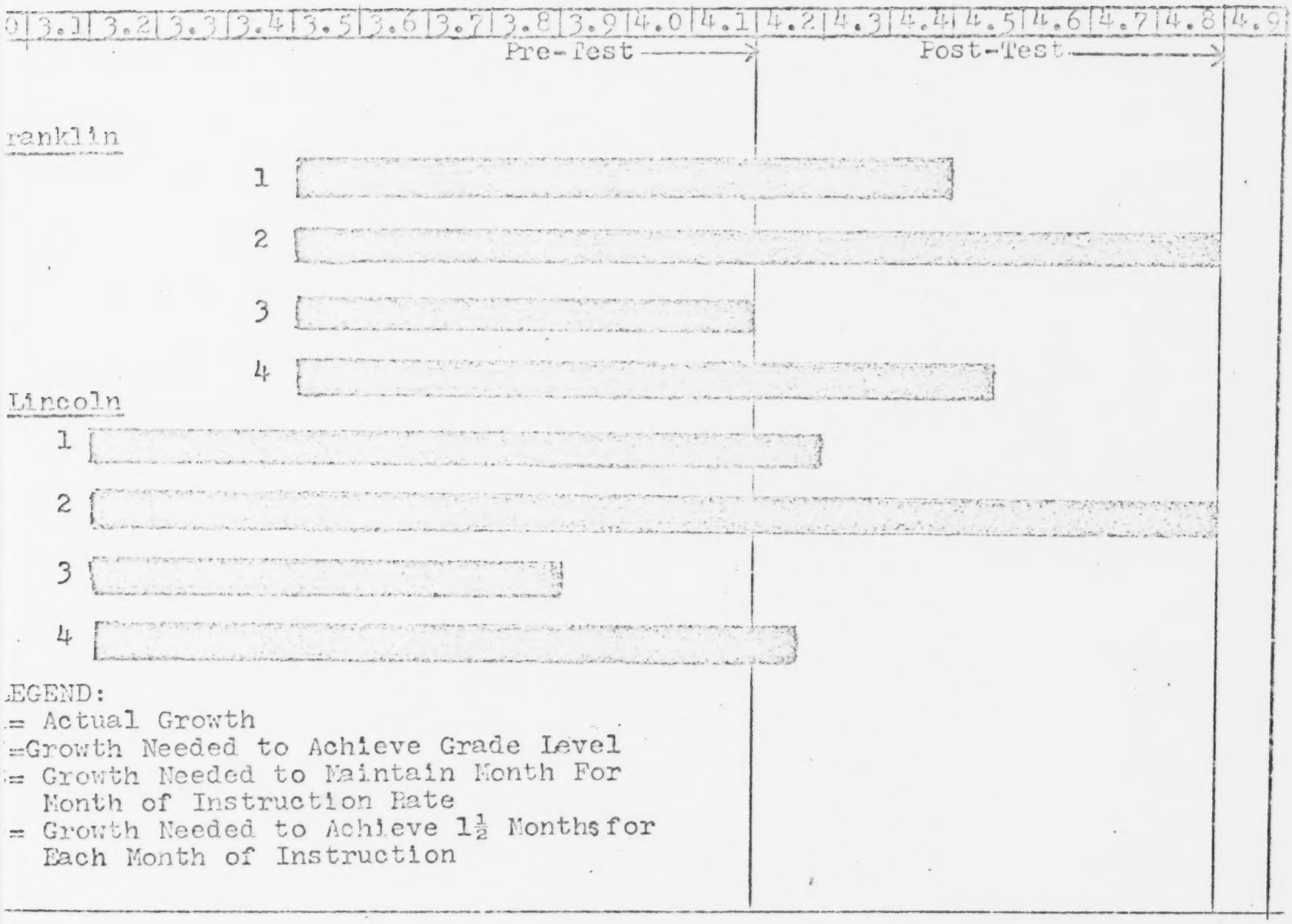
Control Group: Longfellow students had a pre-test mean of 3.3 and a post-test mean of 4.1 and thereby made slightly more than one month's growth for each month of instruction. Fifty-five percent of the students made at least a moderate growth of one month's growth for each month of instruction, compared to 80% and 81% for Franklin and Lincoln respectively. Twenty percent of Longfellow students made a substantial improvement of at least 1.5 month's growth per month of instruction, compared to 58% and 53% for Franklin.

Columbus students had a pre-test mean of 3.2 and a post-test mean of 3.9 and thereby achieved a moderate improvement of one month's growth for each month of instruction. 40% of the students made at least this rate, compared to 80% and 81% for the experimental schools. A substantial improvement of at least 1.5 month's growth for each month of instruction was achieved by slightly more than sixteen percent of the students compared to fifty-eigh and fifty-three for the two experimental schools.

Conclusion: The foregoing discussion should lead one to the conclusion that the experimental schools did significantly better than the control schools. Statistically, the difference was also significant at the .01 level. The chart on the following page displays the growth of the experimental schools.

Chart XIV

Comprehensive Tests of Basic Skills
Mathematics - Grade 4



Mathematics - Grade 5

Grade five includes both an experimental and a control group. Table XVII presents the breakdown for the two groups.

Table XVII

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	44	357.74	3.6	
Post	44	386.72	4.4	+.8
Lincoln				
Pre	45	352.93	3.5	
Post	45	400.36	4.7	+1.2
Total Experimental				
Pre	89	354.67	3.6	
Post	89	394.62	4.6	+1.0
Control				
Columbus				
Pre	49	352.85	3.6	
Post	49	377.00	4.1	+.5
Longfellow				
Pre	117	371.40	4.0	
Post	117	400.92	4.7	+.7
Total Control				
Pre	166	365.92	3.9	
Post	166	393.86	4.5	+.6

The total experimental mean growth exceeded that of the total control group by four months. The total experimental made a substantial growth of one year during a seven month period of instruction between the two testing dates. The mean grade equivalents for both groups is about the same, 4.6 for the experimental and 4.5 for the control. The growth for the control group was less than moderate -- five months' growth during a seven month period on instruction.

The significance of the apparent differences will be discussed in the following paragraphs. The experimental schools will be presented first and the control group will be discussed in terms of them.

Franklin: Forty-four students took both the pre and the post-tests and received mean grade equivalents of 3.6 and 4.4, with medians of 3.75 and 4.55 respectively. Moderate improvement was achieved with slightly over one month's progress for each month of instruction.

The pre-test scores ranged from 2.3 to 6.3, while the post-test range went from 2.1 to 6.7. At the time of the pre-test there were four students at or above grade level; and at the time of the post-test, there were also four students.

Twenty-five percent of the students made one year's growth during the seven months of instruction. Fifty percent of the students made at least one month's growth for each month of instruction. Twenty-five percent also made a "substantial" improvement of at least 1.5 month's growth for each of the seven months of instruction. Still, the post-test mean was one year and four months below grade level.

Lincoln: The forty-five students from Lincoln made one year and two months' growth during the seven month period of instruction by raising their mean grade equivalent from 3.5 to 4.7.

The pre-test scores went from a low of 1.7 to a high of 5.5, with only one student being at or above grade level. With seven students at or above grade level, the range of the post-test's scores was from 2.2 to 7.7.

Slightly over sixty-two percent of the students achieved a year's growth during the seven month period of instruction. On the other hand, seventy-one percent achieved moderate improvement with one month's growth for each month of instruction. A substantial growth of at least 1.5 months per month of instruction was achieved by almost fifty-six percent of the students. However, the post-test mean was one year and three months below grade level.

Control Group: The 117 students from Longfellow had pre and post-tests means of 4.0 and 4.7 respectively and thereby moderately improved by maintaining one month's growth for each month of instruction.

The pre-test range went from 2.4 to 7.5 with slightly less than fifteen percent at or above grade level, a figure comparable to the experimental group. The post-test range went from 2.1 to 9.2, with seventeen percent at or above grade level which exceeded that of the experimental group. Twenty-eight percent achieved one year's growth, compared to twenty-five and sixty-two percent for the experimental group.

Slightly over fifty-percent maintained a moderate improvement, compared to fifty and seventy-one percent for the experimental group.

Twenty-nine percent made a substantial improvement of 1.5 month's growth for each month of instruction compared to twenty-five and fifty-six percent for the experimental schools.

The forty-nine students at Columbus made less than moderate growth by raising their mean score from 3.6 to 4.1.

Twenty-six percent of the students made one year's growth, as compared

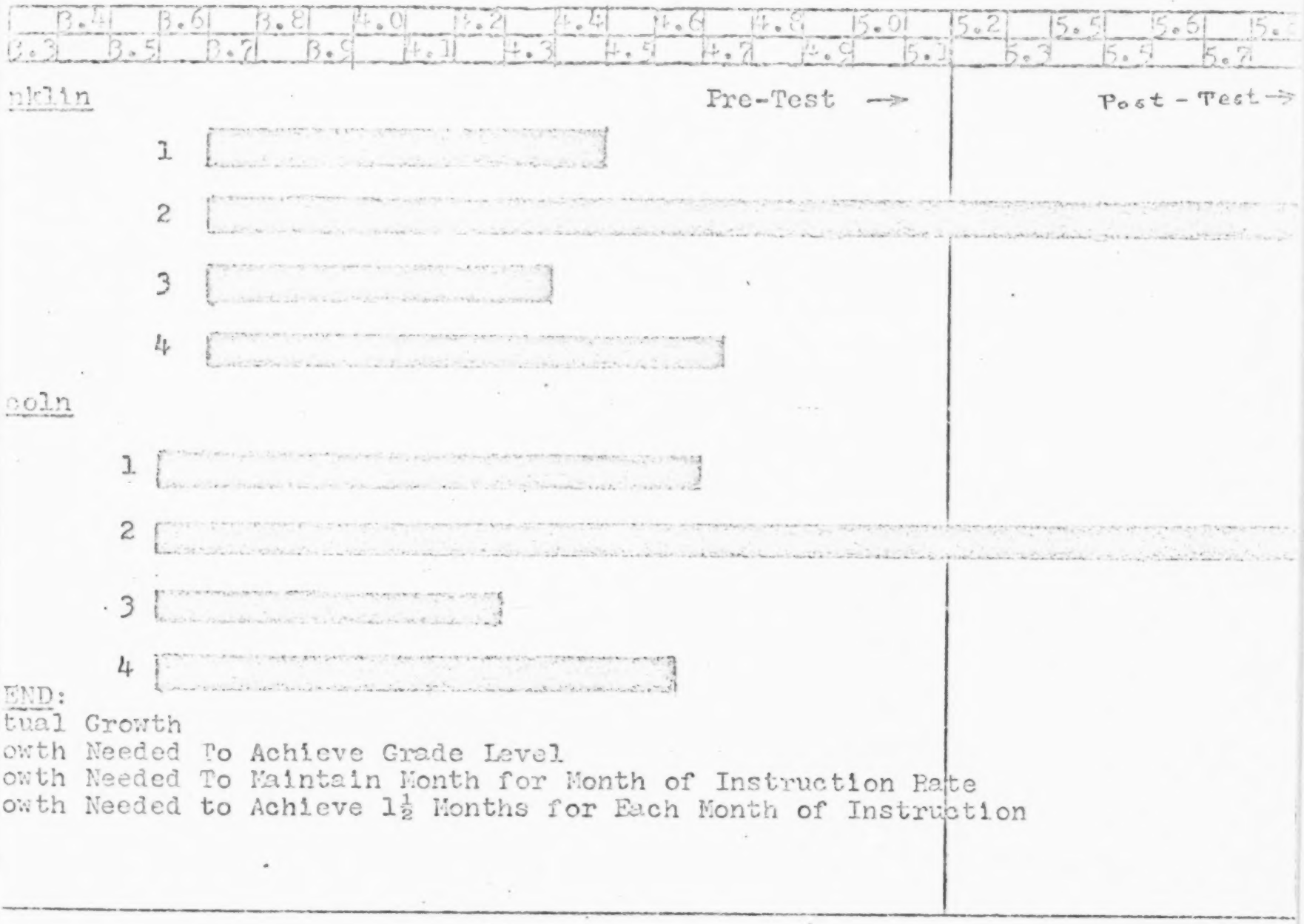
to twenty-six and sixty-two percent for Franklin and Lincoln respectively. Forty-two percent maintained a month's growth for each month of instruction; while, the experimental group's result was fifty and seventy-one percent.

Substantial improvement was achieved by twenty-two percent of the students, slightly less than Franklin and about half of that of Lincoln.

Conclusion: The foregoing discussion should lead one to believe that the experimental group did do better than the control. Franklin did only slightly better than the control group, with Lincoln being significantly better. However, Lincoln did have some very high gains ranging from two to four years.

Chart XVI on the following page displays the extent of improvement for both Franklin and Lincoln.

Chart XVI
Comprehensive Tests of Basic Skills
Mathematics - Grade 5



Mathematics - Grade 6

The sixth grade includes both an experimental and a control group. Table XVIII gives the breakdown for the two groups. A discussion of the findings will follow.

Table XVIII

School	N	Expanded Standard Mean	Grade Equivalents	Growth
Experimental				
Franklin				
Pre	62	406.24	4.8	
Post	62	427.87	5.4	+.6
Lincoln				
Pre	43	376.58	4.1	
Post	43	411.83	5.0	+.9
Total Experimental				
Pre	105	394.09	4.5	
Post	105	421.30	5.2	+.7
Control				
Columbus				
Pre	40	386.87	4.3	
Post	40	413.85	5.0	+.7
Longfellow				
Pre	114	402.95	4.7	
Post	114	429.60	5.4	+.7
Total Control				
Pre	154	398.77	4.6	
Post	154	425.51	5.3	+.7

A preliminary analysis of the table indicates that the growth for both the experimental and control groups, when each is combined, is moderate -- that is, there was one month of growth for each month of instruction. The pre and post-test grade equivalent means for both the control group and the experimental group are essentially the same. The mean growth, therefore, is of little use in determining whether the experimental group made greater progress than the control group. The following paragraphs will be devoted to ascertaining any significant differences, if any, between the two groups.

Franklin: The sixty-two students made slightly less than a moderate improvement by increasing by six months their mean grade equivalent from 4.8 to 5.4, which was one year and four months below grade level.

The pre-test range of scores went from 3.0 to 8.5, with almost thirty-nine percent being at or above grade level. The post-test range went from a low of 2.3 to a high of 9.5, with slightly over fourteen percent being at or above grade level.

About twenty-one percent of the students made one year's growth during the seven month period of instruction; while, forty-four percent made one month's growth or better for each month of instruction.

Slightly over fourteen percent made a substantial improvement of 1.5 months' growth for each month of instruction. On the other hand, about fifty-five percent made less than one month's growth for each month of instruction. About thirteen percent show no growth or less.

Lincoln: The forty-three students showed a moderate improvement of nine months from a mean grade equivalent of 4.1 to 5.0, but still considerably below grade level.

The pre-test range was from 2.3 to 6.2, with close to nineteen percent being at or above grade level. The post-test ranged from 2.6 to 10.51, with

over eleven percent being at or above grade level.

Over thirty-two percent achieved a year's growth during the time of instruction, with fifty-eight percent maintaining at least one month's growth for each month of instruction.

A substantial improvement of at least 1.5 months' growth for each month of instruction was accomplished by about twenty-eight percent of the students. About forty-two percent showed less than one month's growth per month of instruction; only two students indicated no improvement or less.

Control Group: The forty students at Columbus showed a moderate improvement of one month's growth per month of instruction, from 4.3 to 5.0.

The pre-test range was from 1.9 to 7.8, with twenty percent at or above grade level, compared to 39% and 19% for the experimental group. The post-test ranged from 3.7 to 7.6, with five percent being at or above grade level as compared to 14% and 11% for Franklin and Lincoln.

While Franklin's and Lincoln's percentage of students making at lest one year's growth was twenty-one and thirty-two, Columbus' percentage was twenty-five.

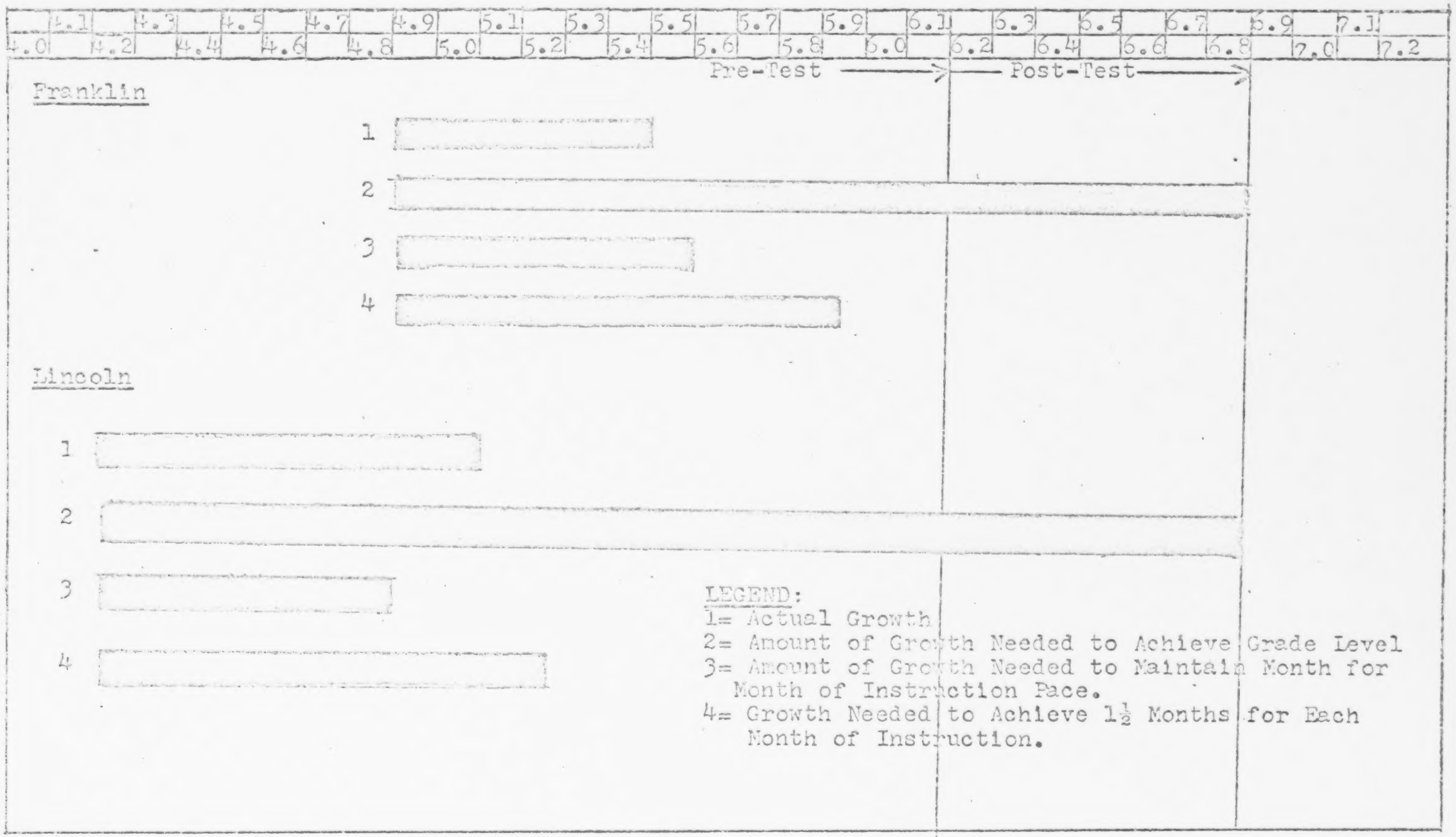
Twenty-two percent, compared to fourteen and twenty-eight percent for the experimental, made a substantial improvement of at least 1.5 month's growth for each month of instruction.

Longfellow's 114 students also made a moderate improvement of at least one month's growth for each month of instruction -- from 4.7 to 5.4.

The pre-test range was from 2.7 to 8.2, with fourteen percent at or above grade level. The post-test ranged from 1.7 to 9.5, with twelve percent at or above grade level, compared to fourteen and eleven percent for Franklin and Lincoln.

Slightly over thirty-two percent made one year's growth, compared to

Chart XVIII
Comprehensive Tests of Basic Skills
Mathematics - Grade 6


4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 5.0 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 6.0 6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 7.0 7.1 7.2
Pre-Test
Post-Test
Franklin
1
2
3
4
Lincoln
1
2
3
4
LEGEND:
1= Actual Growth
2= Amount of Growth Needed to Achieve Grade Level
3= Amount of Growth Needed to Maintain Month for Month of Instruction Pace.
4= Growth Needed to Achieve 1½ Months for Each Month of Instruction.

SUMMARY

The following table provides a grade by grade summary of the test results for mathematics.

Table XI

Grade	N	Grade Equivalent	Growth
First	170	1.8	
Second			
Pre	101	1.4	
Post	101	2.2	+.8
Third			
Computational			
Pre	141	2.1	
Post	141	2.9	+.8
Conceptual			
Pre	135	2.0	
Post	135	2.8	+.8
Fourth			
Pre	102	3.2	
Post	102	4.3	+1.1
Fifth			
Pre	89	3.6	
Post	89	4.6	+1.0
Sixth			
Pre	105	4.5	
Post	105	5.2	+.7

Franklin

SUMMARY OF DATA FOR THE MATHEMATICS COMPONENT

(Include Date from both standardized and non-standardized instruments, e.g. Attitude Scales, etc.)

Standardized Instruments

California Testing Battery Series - October 1970, May 1971

Large Thorndike Test was also given to the sixth graders.

As of June 10, 1971 the results of the May testing are not available. Without the results of the post test, no valid generalizations can be made. Data is insufficient for gathering statistical information.

Faculty members who answered a questionnaire expressed eagerness for seeing CTBS results.

Non-Standardized Instruments

I. Diagnostic Test for Basic Computational Skills, Operations With Whole Numbers. This test was administered by each teacher during math periods. The test was given to all pupils in the school in early September and in late May. Six teachers also tested all of their pupils in March 1971.*

*Copies of the three instruments are included with this report.

II. Diagnostic Instruments (Non-Skill Areas)

This tool includes an inventory, an oral interview with observations by the interviewer and was administered to 50 ESEA designated students in early September and in late May. The interviewers were instructional aides working in the ESEA Math Program.

III. Individual Interview Inventory of Arithmetic Understandings (Computation Analysis)

This tool was administered to 20 students in September and June by instructional aides. The tool consists of the aide observing each student as he works 5 multiplication problems. The aide checks appropriate columns on the data sheet. The student explains his method of "figuring" as he does each problem.

IV. Hewlett Packard Computer Drill and Practice Program - Pupil Reports 225 ESEA students participated in this program. Students received 7 minutes of drill on a teletype and 5 minutes of assistance off the teletype daily. This is in addition to the services provided by the other facets of the ESEA Program.

Classroom teachers, aides, home teachers, and teachers of special education completed evaluations of the program April 1, 1971 and June 8, 1971. Listed below are some of their responses. In addition there is objective data.

I. Diagnostic Test for Basic Computational Skills, Operations With Whole Numbers

A. Results of June 8th questionnaire

"Evaluate the diagnostic test given in September and May."

...It is good to have a test that can provide norms for the school or each grade level. The relative progress of ESEA students can then be seen.

...Having a ready means for early diagnosis is helpful. I had my students look their September and May test scores over at the end of the year. They were pleased to see the progress that they had made. It seemed to mean something to them. It was good for them to see the progress they had made.

"Did it help you pinpoint the weaknesses of your students?"

17 Yes 0 No

...Great help.

...Only of value in diagnosis of low achievers. Pointed out who couldn't divide.

"Did you use it as one of your bases for grouping and/or prescribing work?"

16 Yes 1 No

...Yes (partially).

...Definitely.

...Not Really.

"Do you think it provided a valid measure of your students' growth?"

14 Yes 2 No 1 Yes and No

Yes and no. Many times the students made silly mistakes.

...Yes, insofar as it measured the content items.

...My top children fell down on borrowing in May. They hadn't been working on it for awhile.

...In those areas.

"Would you like to see a similar test available next year?"

17 Yes 0 No

...Definitely.

...Sure.

...By all means.

...Yes. Even more comprehensible.

...Only for ESEA or other low achievers.

B. Objective Results

76 point test (Same test for all)

ESEA Students	Mean 9/70 Score	Mean 5/71 Score	Mean Gain
4th Grade	21.5	45.3	23.8
5th Grade	25.3	52.0	26.7
6th Grade	35.9	54.5	18.6

Comments:

Fourth and fifth grade teachers were more desirous of the services of the ESEA Math Program, more cooperative, and

attended Math Forum (staff development meetings) in greater numbers than the sixth grade teachers. Some sixth grade teachers were very enthusiastic about our assistance.

Cooperation for all facets of the Math Program was highest among the fourth grade teachers as a whole; followed by fifth grade teachers. In reality, therefore, the fourth and fifth grade ESEA students received more assistance from the program than did the ESEA sixth grade students. Some sixth grade ESEA students and a lesser number of fifth grade students received their only assistance from the Math Program through drill and practice on the tele-types.

The staff of the ESEA Math Program feel that the objective data from the Diagnostic Test for Basic Computational Skills and the Hewlett Packard Computer Drill and Practice Program reflect the pattern of utilization described above.

The ESEA Math Program consists of 3 facets:

a. Math resource teachers working with groups and whole classes in classrooms and in the Math Lab (one MRT 9/70-6/71, another MRT 2/71-6/71)
b. 4 Math instructional aides - each working with ESEA students in classrooms and in the Lab
c. Computer Drill and Practice Program - manned by all staff

It is difficult to account for the factors affecting growth.

11. Diagnostic Instruments (Non-Skill Areas) - Since only some of the 50 ESEA students who were interviewed in September have been interviewed again (we are in the process of finishing the post interviews), few results are ready. There are, however, a few generalizations that can be made based on the results for students interviewed September and June.

a. In June more of the students feel that their best subject is math.

b. More students would choose math than reading if they had to make the choice. The number saying they would make this choice increased in June.

c. Positive feelings about math were related more in June than in September.

d. Fewer students reported that they get discouraged when they get a math problem wrong. Many reported that they are more willing to stick with a problem until they conquer it.

e. More students felt that they are good in math during the June interview.

f. On the whole, the students reported that they are more willing to share what they have learned about math with friends, teachers, and parents now than they did in September.

g. Some students who did not want to do math during their free time at school, reported in June that they now like to do math occasionally during free time.

III. Individual Interview Inventory of Arithmetic Understandings

Only a few of the 20 ESEA students who were given this interview in September have been interviewed in June (process going on now). However, of those interviewed twice, most have more ways of solving multiplication problems and are using higher level thought processes. Rote methods have decreased in use.

IV. Hewlett Packard Computer Drill and Practice Program

A. Results of Questionnaires

April 1, 1971 Questionnaire

"Comment, if you would, on your feelings about the teletype program and its effect on the skills development or motivation of your participating students."

...Basically good, but costly.

...Believe individual help of teacher more beneficial.

...Is stimulating for a 6th-grade student who so far has shown no awareness of basic concepts. She said that she enjoys it.

...Children seemed captivated by the novelty of it and anything that attracts low achievers to academic activity is good.

...Excellent motivation. Students "show off" math lab papers daily!! They show real pride and display feelings of accomplishment.

...I feel that it is good because it introduces its users to basic concepts and makes them develop their facts quickly in order to "beat the machine".

...Several have benefited greatly.

...Motivation. Good effect. Skills: very hard to measure. I don't really know.

...I feel that the teletypes have served as an excellent means of reinforcing basic skills!

"Did some (do some) of your students use the Math Lab at lunch time or after school? What do they think about this opportunity?"

...Yes. They love it and (the ones who don't go during the class periods) wanted to know WHY they couldn't go regularly.

...Yes. They usually play the games that are offered.

...They have enjoyed this opportunity.

...Fun to play games.

...A number of my students are eagerly pursuing a study of computers and how to program.

...Yes, many of my students go to the Math Lab at lunch and after school so they can make their own computer programs and try some lessons.

...Yes, fine! Math during free time, optionally, great!!

...Yes, marvelous and extremely motivating.

...Juan talks of little else at home according to his mother.

...Very glad they have this opportunity.

...Coordination between the classroom and the Math Lab is good. I like being able to come down and supervise my students sometimes. The carry over to the classroom is good. Flexibility is important.

...With the curriculum guide in my room, I can see what my students will get before they get it.

...More coordination between teachers and Math Lab staff.

June 8, 1971 Questionnaire

"Evaluate this year's teletype program."

...Great help in improving their skills.

...We need the teletypes 1971-72. They motivate speed use of facts.

...The teletypes showing daily work were very helpful to low achieving children who frequently showed and/or took home good papers.

...They seem to have been helpful for all my children using them, as they give daily measure of success.

...Children like the machines and I think it helps as a mechanical aide.

...The children seemed to have gained a lot of independence using the machines.

...Teletypes as a free time activity are fine - expensive though. As a device for use with remedial students, I feel that they are ineffectual for reasons of inappropriateness of materials - all the way to unnecessary excitement for some students and hence detrimental.

...My Spanish-speaking pupil seemed excited by the machines.

...My two home instruction students were "turned on" to Math and to the school by those machines. A child coming out of marginal psychosis and extremely fearful of people and places (now in Mrs. Kinght's EH room and home teaching and just starting to come to school on his own in a specially run bus)

goes to the Math Lab on his own first thing in the morning - p"ease' pr.ud, and interested - nay intrigued. He needs and w.nt support and reassurance, but it's great to him to be on his own." Thanks Franklin and Math Lab and everybody there.

"Indicate your students' evaluation of the teletypes."

"Did the arithmetic problems help you learn your math better?"

...My students said they remembered doing similar problems on the teletype.

...Mixed response. Mainly positive.

...Some think so.

...My students tended to take teletype lessons very seriously as a step forward in math.

...Students asked if they could go twice a day instead of only once.

...Some of my students bragged about their pupil reports. They learned how to get them from the machines and apparently someone in the Math Lab lets them get the reports themselves. Fine with me.

...Some of my students are very upset when they do a poor lesson on the machines. They know when they can do better.

...My students who didn't get to go at the regular periods wish they could. They enjoy the games, however, and do demonstration lessons.

...When one of my girls is absent, she complains about having to write out her lessons longhand. "The machines make it so much easier," she says.

B. Objective Results

ESEA Students	Mean Number of Blocks Completed
4th Graders	18
5th Graders	15
6th Graders	13

RECOMMENDED CHANGES IN THE MATHEMATICS COMPONENT FOR 1970-71

1. Hewlett Packard Computer Drill and Practice Program

a. Questionnaire Results April 1, 1971

"If the school were to retain some, how many do you think we should retain?" 1 2? 3 4? 7 8? 5 No Response

"Comment on ways the teletypes could be used more effectively."

...Give all students an opportunity to work with them.

...Find a way to set them up for three-step-reasoning problems.

...Perhaps there could be a way to better reinforce concepts being worked on in class.

...Only the children who have severe problems in math should be allowed to use the machines, e.g., those working on addition and subtraction.

...If students could utilize the computer (during regular class periods and not just for lunch time and after school) to program or play the games, I feel it would be great.

...Scheduling is very difficult. Use for very low and very high achievers.

...Use for fewer pupils and give them more time, hence a more intensive program

...Have the classroom teacher work with their students who are low achievers on the teletypes. Ten minutes on the machine and fifteen minutes follow-up daily.

"Would you (classroom teachers) be willing to have an aide who is assigned to you, a student teacher, or perhaps yourself proctor children from your class?"

6 Yes 1 No 9 No Response

b. Questionnaire Results June 8, 1971

"How could the teletypes be better used?"

...Teachers need to work more closely with the Math Lab staff to coordinate teletype program with classroom program (Teacher comment).

...Set up word problems on the teletypes.

...Be just as flexible in arranging students' work as this year.

...As a special education teacher, I'd like to be able to directly gear exercises to tie in with math lab lessons.

...Yes, but not on a 10 minute daily basis. Longer lessons three times a week.

...Keep it just the way it is.

...Fine the way it is.

"No one has said whether or not we will have the teletypes again next year. Perhaps you'd like to make your opinion known."

...Let's keep them. We need them. Speeds use of facts. Aren't we getting them back?

2. The Structure of the ESEA Math Program

a. Results of the April 1, 1971 and June 8, 1971 questionnaires

"A program can be pullout, completely within the classroom, or a combination of the two. Please rate this year's math program as regards structure. What are your recommendations for next year?"

...All 17 June 8 questionnaires stated that they prefer a combination of pullout and "within the classroom" type of program and that flexibility is important. The services of the resource teachers and aides were rated high. Several people stated that they feel the program would profit greatly next year with an increased number of aides. B. McCarthy, program director, feels that such an increase would greatly increase opportunity of more individual help, hence making assistance to low achievers more intensive.

Many of the questionnaires indicated that there should be two math resource teachers as a minimum and one for each grade level would be optimum. One questionnaire said that resource teachers are a luxury that we cannot afford. Regarding staff development (Math Forum), all

persons responding to the questionnaires and many others making their opinions known verbally feel that staff development should continue next year in the same form that is has gone on this year. And further, that it should be directed by the math resource teacher of the ESEA Math Program. Emphasis on improving ways of teaching low achievers should continue to be its main thrust. It should continue being open to the entire school staff, tutors, and that meetings with teachers in feeder and receiving schools should continue and become even more numerous.

Stated on questionnaires, reported verbally, and discussed at Math Forum sessions was the desire to continue providing active learning for children in the area of math. Teachers want to continue using manipulative aides and a wide variety of materials to introduce, provide practice, and reinforce basic concepts and skills. Techniques, approaches, and materials introduced by the math resource teachers and some classroom teachers were rated high on the questionnaires. Teachers wish to pursue their knowledge and use of these approaches and materials.

Please take a moment to respond to the following questions. We will be meeting in the Math Lab, Tuesday, June 8 at 3:00 for the last Math Forum this year. The ordering of materials and the sharing of highlights of our math programs will occur.

Bring this questionnaire with you when you come or drop it in my box by 4:00 Tuesday. Thank you.

Evaluate the diagnostic test given in September and May.

Did it help you pinpoint the weaknesses of your students?

Did you use it as one of your bases for grouping and/or prescribing work?

Do you think it provided a valid measure of your students' growth:

Would you like to see a similar test available next year.

A program can be pullout, completely within the classroom, or a combination of the two. Please rate this year's math program as regards this facet.

Do you think next year's program should be planned on a pullout basis? Reasons:

Or on a "within the classroom" basis? Reasons:

or on a combined basis? Reasons:

Further comments on the structure of a math program that assists you with the instruction of low-achieving children:

Suggested method of implementation for next year.

Comment on the effectiveness of the
Instructional aides

Resource teachers

How could these people serve better next year?

How often should they work with the child? Should this assistance be in the classroom? At Math time? Some other time?

How many resource teachers should there be? One? Two? One for each grade level:

Did you find that there were classes to share ideas with other this year? About?

Math Content

Ways to motivate students

ST. JOSEPH'S SUMMARY

LANGUAGE DEVELOPMENT COMPONENT

Standardized Instruments - The comparison of Pre- and Post-Test Scores shows steady progress made by second, third, and fourth grade Title I participants, with gains of 1 year or more on one or more subtests. The comparison of the scores of fifth and sixth grade Title I participants shows outstanding progress. These comparisons have been graphed. The standardized scores obtained from the SRA Achievement Series, in areas of Language Arts, Reading, and Work Study Skills, administered in September each year in our school have been graphed for the 1969 and 1970 tests. The majority of students show several years growth.

The results of standardized tests administered show many Title I students do not do independent reading.

Non-Standardized Instruments - Most students manifested increased motivation which was then transfered to other subjects.

The students developed a comraderie and frequently studied together. They took mutual pride in the success of one of their group.

The varieties of media which were used in the remedial reading class had a twofold effect --not only was the interest of the students sharpened, but their status with the rest of the class was enhanced, as well.

All of the children in the remedial reading class improved in their English grades.

These students were keenly aware of previous exposure to subjects in their reading class when they came up in regular class and were anxious to share their information.

Consistent isolation from the remainder of the class for instruction makes it difficult for these students to overcome the stigma they all feel in varying degrees.

Recommended Changes in the Language Development Component-

1. Grouping of students of grades 4, 5, and 6 could be made more flexible to meet individual differences more adequately and thus foster student growth.

2. Peer teaching, begun this year with students of grades 2 and 3, and with 6th graders aiding 4th graders, will be expanded.

3. The success of the Title I students of grades 3 and 6 in presenting plays for their parents and other students will be capitalized upon by more whole class activities. Also movies and other audio visual experiences will be shared with the whole class, and with other classes. To involve the Title I students the creative appeal of the Ginn 360 reading program will be utilized.

4. As a result of the Reading Specialist Inservice in Teaching English as a Second Language, it is planned to meet the language needs of bilingual students more adequately. Efforts will be made to secure the aid of resource persons, especially students or other volunteers.

SUMMARY OF TEST DATA - LANGUAGE DEVELOPMENT

Grade	Name of Test	Pre	Post	Gains	Grade Equiv.	No. of Students
1	Coop Primary				1.8	4
2	Coop Primary	1.8	2.2	.4		8
3	SAT Para Mean	2.3	2.8	.5		8
	Word Mean	2.6	2.8	.2		8
4	CTBS	3.6	3.9	.3		6
5	CTBS	5.3	5.9	.6		7
6	CTBS	5.1	6.1	1.0		9

MATHEMATICS COMPONENT

Standardized Instruments - By comparison with the standardized pre-tests administered in the Fall (as itemized in the beginning of this report), the results of the post-tests given during the Spring were considerably greater. For the overwhelming majority of the students, this increase showed a growth significantly higher than 1 year's equivalent.

Non-Standardized Instruments - The children's accuracy in arithmetic computation and their speed with these skills improved tremendously. They were able to grasp very advanced mathematical concepts with ease. They became much more articulate as a result of this program. They found no difficulty in expressing their mathematical ideas. As their teachers told me, this articulateness carried over to other subject areas as well. There was a very evident improvement in the self-image of these children as a result of their success in handling and understanding the highly mathematical subject matter. It was very rewarding for all the children.

Recommended Changes in the Mathematics Component -

1. That the younger children be followed and taught by the math specialist in the classroom situation.

2. That peer teaching be augmented next year due to its success with sixth grade last year.

SUMMARY OF TEST DATA - MATHEMATICS

Grade	Name of Test	Pre	Post	Gains	Grade Equiv.	No. of Students
2	Coop Primary	1.5	2.4	.9		8
3	SAT Comp	2.4	3.9	1.5		9
	Concepts	2.7	4.1	1.4		9
4	CTBS	4.2	4.8	.6		5
5	CTBS	4.7	5.7	1.0		7
6	CTBS	5.3	6.5	1.2		12

OVERVIEW

Parent Involvement Component

The objective of the district-wide parent involvement component was to have parents of project participants demonstrate their interest in the project by participating in the meetings, parent classes, workshops, conferences, and school visitations. The overall participation was based on at least one parent for every ten project children. Seventy-five percent attendance for all activities is indicative of positive attitudes of parents toward the project.

MAJOR ACTIVITIES

District Advisory Committee Meetings

There were eleven District Advisory Committee meetings during the school year, with a total of 250 participating parents in attendance. An additional 100 persons attended two of the larger meetings concerning budget cuts at school sites.

Major Topics of Discussion by Meeting -

1. September
   a. Approval of 1970-71 applications for Title I funds.

2. October
   a. Approval of coordinators recommended expenditure of carry-over funds.
   b. Role of school site parent committees in expenditure of school site funds.

3. November

   a. Preparations for December dinner meeting.

   b. Report on the Chairman's visit to the 49th Street School in Los Angeles.

4. December

   a. Christmas dinner meeting at Ms. Lordship's Restaurant with guest from State Department of Compensatory Education speaking on Parent Involvement.

5. January

   a. Discussion of school site proposals for supplementary funds.

   b. Planning for Desegregation Workshop hosted by Berkeley ESEA Title I.

6. February

   a. Presentation by Mrs. Harriett Wood, Director of Elementary Education.

   b. Discussion of Title I schools for 1971-72.

   c. Selection of parents to attend Compensatory Education Conference in Oakland.

   d. East Bay Parent Workshop held in East Palo Alto.

7. March

   a. Demands and expectations of administrators and school staff relative to Title I children.

   b. Revenue sharing proposal.

c. Selection of schools to receive Title I funds for 1971-72.

d. Deadline for submitting 1970-71 proposals and criteria for acceptance.

e. Diagnostic profiles to be submitted with proposals.

8. April

a. Discussion of a uniform meeting program.

b. Discussion of baby-sitting funds.

c. Invitation to central office personnel to attend the next District Advisory Committee meeting.

d. Discussion of proposal submitted by the Office of Human Relations.

9. May

a. Discussion of District's reading program by Mrs. Harriett Wood, promoted to Assistant Superintendent for Instruction.

b. Presentation on Parent Involvement by Mr. Jesse Anthony, teacher at Columbus School.

c. Discussion of $50,000 cut in Title I funds for 1971-72.

District Advisory Committee meetings were well attended and each school site was represented at each meeting. The meetings also attracted other interested parents. Representation by outside organizations was poor. Teachers and administrators, especially Zone A, began to show more interest in District Advisory activities later in the year.

A great deal of interest was generated in Title I programs through the District Advisory Committee meetings. A breakthrough was made in terms of communicating the purposes of the program in that more people were reached this year. The election of officers and school-site representatives prior to the end of the school year seems to be helpful.

Overall, dialogue between Board members needs improvement. It is recommended that more workshops and general rap sessions be held with Board members in an effort that they become more knowledgeable about the total Title I program. This, we hope, will also build up their confidence.

Participation in the District Advisory Committee meetings met the overall objective of ESEA Title I. However, until even more parents actually express concerns and demands, the surface is only being scratched.

Parent Classes

The objective of the parent classes was to acquaint the parents of project participants in basic reading and mathematics skills taught their children in the classroom. Reading skills were taught by a remedial teacher once a month for two hours. Math skills were taught by a mathematics specialist once a month for two hours.

Sixteen parents indicated an interest in attending the parent classes in mathematics. The first two monthly sessions were attended by 17 parents. The monthly attendance gradually declined to two persons in attendance. However, the total attendance for the six-month period was 26 persons.

In the reading classes, the first two months' enrollment totalled 21 persons. Attendance there also gradually declined to four people. There was a total of 33 people participating in the Reading Workshop.

Attendance at these workshops indicates high interest at the beginning of the classes and a gradual decline in interest as the classes continued. The instructor's recommendations were that a workshop be held at the beginning of the school year and a limit of two additional sessions be scheduled during the school year. This office concurs with the recommendations and adds that these workshops include making materials for use at home and distributing available materials from the ESEA Office. In either case, there should be a commitment on the parents' part to communicate to ESEA their findings on the effectiveness of these materials. This will enable us to better prepare for home instruction. It is also recommended that regularly scheduled parent classes be discontinued in favor of the three in-depth workshops in reading and mathematics skills.

Workshops - Kindergarten -

The objectives of the kindergarten workshops were to acquaint kindergarten parents with the Title I program and to distribute materials. The parents were to make materials to use with their children at home.

The Title I program was explained and Dr. Seuss' book was distributed. Teachers demonstrated how to make materials to be used with the children at home. They also discussed techniques for utilization of materials already found in the home.

There was very good cooperation on the teachers' part. Twelve parents attended this workshop. It is recommended that another kindergarten workshop be held for next year. There should be one held for each zone, making it more convenient for parents to attend.

Title I Guidelines Workshop (White Memorial retreat)

The objective of this workshop was to help make parents aware of the Title I guidelines and how they should be implemented.

There was a planning committee composed of parents and Title I staff to help decide on topics to be discussed at the workshop. As a result of the committee meeting, the following format included three discussion groups to be led by parent leaders.

1. Comprehensive Programs
2. School Site Advisory
3. District Advisory

In addition, the group was given a complete history of the ESEA Title I program and its guidelines.

Nineteen out of twenty invited parents of project children attended. Perhaps for the first time group dialogue was established between the parents. It is recommended that this kind of activity be continued throughout the school year.

East Bay Regional Parents' Workshop

The objective was to help prepare a list of parent concerns as they relate to Title I programs.

Parents attended group discussions to relate problems and successes to each other.

Fifteen parents attended the workshop. They were able to talk over their concerns with people from other districts. It is recommended that this type of workshop be continued. Also, it is recommended that Berkeley should establish and maintain a line of communication between Title I parents of other school districts in the state.

An Awareness Package Workshop

Members of the Berkeley Parent Advisory groups participated with the Oakland Title I program in this workshop. There were displayed pictures of parents and aides working in classrooms. Four parents from Berkeley were in charge of our booth.

Parents Participation in Classroom

The objective of this activity was to encourage parents of project children to aid the classroom teacher. Another objective was to familiarize parents with the classroom and school procedures.

Fifteen parents were assigned to six schools. Parents were given orientation by Title I staff prior to their school assignment. They were to receive an additional orientation from the principal of the school. This was not completed in all cases. The parents were assigned to work for six hours per week. Every two weeks they participated in an inservice program conducted by Title I staff.

The parents' evaluation of this program was good. They thought that it was worthwhile in all cases. They learned, and the teachers learned. This made the program a two-way educational experience. The parents expressed the need for more time within the classroom.

They also felt that the inservice training activities can be improved. It is recommended that this activity be expanded for the forthcoming school year.

ST. JOSEPH'S

Approximately 50 Title I parents participated in the Parent Involvement Component. The activities at St. Joseph's were as follows:

1. At least 20 parents directly contributed time and talent to the instructional component, and a number of these worked directly in the reading room.

2. Parents of all 50 participants attended teacher conferences and many visited the school.

3. Over 100 parents attended Mr. Lewis Scheil's two math programs and the sixth grade math demonstration.

4. Many parents attended ESEA district meetings and programs.

Nature of Evaluation - The Parent Involvement Component was reported at the local school meetings and at the District Advisory Committee meetings. Minutes were recorded and distributed to parents. Attendance checks were also kept and distributed.

Summary

According to the performance objectives, there has been 100% attendance at all St. Joseph's Parents Advisory Committee activities. However, due to conflicting obligations, some parents of project participants were not able to attend all of the school activities offered.

LINCOLN SCHOOL

Lincoln School reports that there were approximately 25 ESEA parents involved in school activities during the school year. The objective of involvement was to provide for the coordination and cooperation of parents for the benefit of the ESEA children. The parent volunteers helped in the reading clinic. They also assisted in classrooms. Parents of ESEA children accompanied classes on field trips. There was an informal evaluation by parents and school personnel. The evaluation was ongoing.

These activities helped greatly in school/community relations. The young helpers brought in from the community were encouraged to continue their studies, many in teaching. Some learned about possibilities for more immediate jobs within the schools. It is recommended that Lincoln School concentrate on more school/community activities on a regular basis for the 1971-72 school year.

THOUSAND OAKS SCHOOL

The number of parents involved in school activities at Thousand Oaks was estimated at 120. Thousand Oaks School is involved in activities with ESEA as well as with Follow Through. The objective was to improve the children's skills by bringing the school into the home. Another purpose was to provide positive home/school relations. Among the activities at this school were potluck dinners held in the target area homes. These were well attended by integrated groups. Parents participated in Site Committee meetings. Teachers and instructional aides made home visits and telephone calls to parents. There were planned parent/teacher conferences. Parents also assisted in the classroom activities with teachers. The component was

evaluated through observation by the school administrators and also by teacher reports on parent participation in their classrooms.

The positive results at Thousand Oaks were felt to be that there was a definite improvement in the home/school relationship. There were more parents participating at the open house than before. They also felt that there were more parents involved in Thousand Oaks' activities within the classroom than before. It was especially noted that the parents in the target area were more active and that there was a great variety of different types of parents involved in school activities. Thousand Oaks administrators report that they were not completely satisfied with the number of people available to participate on the Site Committee from the target area. They would also like to see an increase in the number of target area parents coming into the schools and participating within the classrooms. They recommend for next year a more concentrated effort be made to increase the participation of the Site Committee and to increase the school participation of parents. It is also recommended that time be spent to stimulate parents in the affective areas of school as well as in the cognitive areas.

LE CONTE SCHOOL

Over 90% of the target area parents participated in two planned teacher conferences for the 1970-71 school year. Approximately 8% of the ESEA parents volunteered for classroom instruction on a paid basis. Activities were evaluated as follows:

a. Parent attendance at conferences, meetings, and other school activities.

b. Dependable participation in planned classroom assistance and/or projects.

c. Positive interaction of pupils and teachers in the classroom setting.

The overall participation goal of active participation of one parent per ten ESEA children was achieved 100%. Volunteer and paid part-time parents acquired some measure of skills in working with small groups and individuals in teacher-supervised reading and math activities.

Basically, the same parents participated in most activities. A higher number of new and/or parents not involved in school activities regularly, in addition to those actively involved, would have been most desirable.

It is recommended that the staff actively involve itself in means and ways to increase the number and variety of parent activities. They recommend that a minimum of one advisory meeting per month be held, that a minimum of one parent activity (such as potluck, educational films or curriculum materials displays; pupil presentations and workshops) be held. This would give an incentive for parents to come to the school and become involved in the activities of the project's students.

EMERSON SCHOOL

There was no record of the approximate number of parents involved in the school activities at Emerson. However, in line with the component and objectives, parent-teacher conferences were held. Target area parents did do some help in classrooms. There were workshops in reading for project parents. Project parents also participated in picnics, potluck dinners, orientation, open house, special programs and classroom visitations.

There was no formal evaluation of this component at that school site. However, the principal did report some positive results according to his opinion. He felt that in all of the activities; there were apparent good feelings expressed and willing participation by those involved. Teachers reported that they received good home support from participating parents. They recommend that Emerson continues the activities as described but that workshops offering specific help to parents should be increased for the coming year.

OVERVIEW

Staff Development Component

In an attempt to meet specific needs of the particular school staff, ESEA Title I required each school to develop its individual proposal for staff development. The proposal was to contain specific goals and objectives, processes for achieving them and evaluations on effectiveness of the program.

In addition, the Title I office sponsored an inservice course in reading and language arts for all ESEA and Follow Through personnel. In the spring semester, Dr. Walter McHugh, Professor, California State College at Hayward, taught a course, Teaching Reading to the Bottom Third. Seventy-six staff members, including classroom teachers, instructional aides, specialists and administrators participated in the course. Miss Mary Collins of San Francisco State College offered a course entitled, Individualizing Instruction. Tuition fees were paid for ESEA staff who participated in both of these courses. During the fall semester, Dr. Walter McHugh was retained as a consultant to visit classrooms and to confer with teachers in two ESEA designated schools. This was an effort to give individualized assistance to classroom teachers focusing on their reading instructional program.

Title I also sponsored a visitation and observation activity. One school elected to provide teachers release time to observe in other classrooms and schools within the school district. Out-of-district visitation trips permitted a number of staff members to observe ESEA schools in Los Angeles and Fresno.

Some proposals for staff development submitted by individual schools were ambitious in what they had hoped to accomplish through inservice training at the school site. The schools were quite varied in their accomplishment of these goals. For a number of reasons not all of them managed to offer the complete range of proposed activities. Further, in only two activities at Franklin School was an evaluation instrument designed specifically based upon the objectives of the course, completed by all participants at the conclusion of the course, and made available to the office for summary.

In general, the other schools evaluated all inservice programs at the end of the school year. Some respondents were unable to evaluate the earliest activities due to a time lag. Also, it was evident that this procedure was not conducive to well thought out responses from participants. Most instruments used were closed ended and did not elicit free responses from participants although space was usually provided for general comment. It was also found that instructional aides consistently evaluated all inservice activities positively and offered very few comments.

RECOMMENDATIONS:

In view of the stated findings, it is recommended that the Title I office work closely with the principal or his designated inservice coordinator to accomplish the following:

1. Assist in the initiation and maintenance of school site inservice activity.
2. Help to develop open end evaluation instruments based upon the objectives of the activity.

3. Insist that the instrument is distributed and completed by all participants.
4. Collect evaluation data at the conclusion of each activity.
5. Collaborate with schools for an end-of-the-year review of staff development to plan more effectively for the following year.

EMERSON SCHOOL

At Emerson School four Title I teachers participated in the in-service training courses sponsored by ESEA.

Of the four classroom teachers in Individualizing Instruction, three responded to the evaluation questionnaire. They felt that Mrs. Collins had many ideas to share and were particularly pleased that four of the class periods were devoted to the preparation of materials. There was a wealth of information gained from the instruction and the teachers were allowed to share their own ideas. They indicated that Mrs. Collins presented a number of opportunities for changing attitudes and for individualizing teaching styles. Reports stated that her suggestions were particularly concrete. There were no negative comments. However, recommendation for the future were that the instructor concentrate on the areas of math and reading and that an additional class be given for other kinds of activities in various content areas. Additionally, it was recommended that teachers be given the opportunity to take more courses of this nature because it did give them concrete help.

Two classroom teachers responded to the McHugh course. They rated the presentation as excellent. Games which they were required to make were actually used by the children and they particularly liked the self-correcting aspect. The teachers also reported that they received specific suggestions and "realistic" techniques for reaching children who are underachieving. They stated that the course adequately met the objectives and that it gave them immediate help in solving problems within their own classrooms.

JEFFERSON SCHOOL

The Jefferson School staff participated in a variety of staff development projects. Respondents to the questionnaire included five classroom teachers, three reading specialists, one math specialist and three instructional aides. The activities held during the school year were as follows:

1. On-going and Summer Workshop with Model School Consultants
2. Creative Writing Workshop by Betty Halpern
3. Film Series by Administration and Consultants
4. Communication Workshop presented by Dick Suchman
5. Understanding Black Dialect presented by Dr. Kenneth Johnson
6. Teaching Reading to the Bottom Third by Walter McHugh
7. The British Infant School Model by Toby Rein
8. Instructional Fair presented by the Traditional Model
9. Workshop of Self-Checking Materials by Miss Mary Collins
10. Visitations to Other Schools

A check list evaluation form was used to gain participant response to the inservice activities. Participants had the opportunity to respond to ten positive statements on a Likert scale containing categories: strongly agree, agree, disagree, strongly disagree. There was space for comments.

All activities were evaluated simultaneously at the end of the school year. With the numbers of activities held at various times during the year, it is difficult to assess the reliability of the responses.

Evaluation of inservice activities held during the early part of the year may have suffered due to memory lag of respondents. Further, with a closed end instrument respondents were limited in expressing themselves freely in regard to their feelings about the activity.

Summary of Evaluations

1. On-going Summer Workshop With Model School Consultants

Five classroom teachers responded to this workshop. The objective was to develop a philosophical rationale and to improve skills in working with children within the various models. One teacher reported that these workshops have been a tremendous experience. She indicated they have given her more insight into the educational needs of all people than any other series of meetings that she had attended. One teacher stated that the objective was not met during these workshops. The reading and math specialists were quite positive in the evaluation of this activity. Some comments were that agendas be distributed a day in advance and that continuity of the meetings could be maintained had minutes been kept. They reported that more follow-up could have been made on decisions reached by the group had there been some record keeping. One specialist responded that instructional aides participating in the activity all expressed a positive feeling created by the workshop.

2. Creative Writing Workshop

The objective of this workshop was to encourage children's

creativity in writing. One teacher reported that the objectives were clear and that they were met. The Reading Specialists were not in concensus with the content of the workshop. One specifically stated that the children should have been involved and that the workshop was only an introduction to the problem. Two reading specialists indicated that the presentation did not increase their understanding of students and that they did not feel that this activity was particularly helpful to them. On the other hand, the math specialist responded that the session on poetry writing was a good introduction for teachers and it demonstrated techniques of motivating students in creative writing. The two instructional aides rated the content as positive.

3. Film Series

There was general concensus by nine respondents that the objective, to observe interaction and better understand children's behavior, was met through this activity. One respondent commented, stating that the films gave her the opportunity to view learning situations from the outside. She reported that she received a different point of view than she would have as a participant. Little information was given regarding the nature of the films by the other respondents.

4. A Workshop On Communication Skills

Teachers and specialists were generally negative in their comments. There was concensus that the objective, to develop better communication with other staff members, was not met.

One teacher wrote that there was something to be gained and that she would try to look for ways to use these techniques with her students.

5. Understanding Black Dialect

The objective of this workshop was to provide understanding of black dialect and racism. The ten participants were highly receptive to this workshop and stated that the objective was met. Some of the responses indicated that this workshop was essential and was needed for the welfare of black children to combat the ignorance of teachers in regard to black dialect. The reading specialist commented that further work should be done in this area and that the same kind of workshop be held in relation to dialects of other ethnic groups as they pertain to the development of reading and language arts skills. The instructional aides were in agreement that this workshop was valuable and should be repeated for other staff members.

6. Teaching Reading to the Bottom Third

The objective was to provide skill development in the teaching of reading. The three teachers and two specialists were in agreement that the objective was well met by the instructor in the course.

7. The British Infant School Model

Five respondents were not in agreement concerning the value of this presentation--understanding the Britist Infant School Model. It appears that although the objective may have been

met, the teachers reported that it had very little to do with their present activity and also that the presentation did not enhance their teaching ability. One person was motivated to purchase the text regarding the British Infant School and felt that more information was needed before she could reach judgment.

8. Instructional Fair

The objective of this activity was to increase the awareness of participants to the variety of available materials. Five staff members responded. Four teachers were in consensus that the Instructional Fair was of some value in helping them to become knowledgeable about the kinds of materials available for use in their classrooms. The reading specialist did not feel it to be of as great a value to her as to the classroom teachers who responded.

LE CONTE SCHOOL

LeConte School staff participated in three types of Title I staff development activities: ESEA sponsored college courses; school site workships; and observations of out-of-district ESEA projects.

The evaluation forms for the total range of activities were completed at the end of the school year. In view of the fact that there had been a rather long time lapse between the end of some activities and participants' evaluation of the activities, it is difficult to assess the reliability of the responses. In fact, one teacher responded that one activity had escaped his memory.

It was observed that the five instructional aides consistently evaluated all activities positively. The nature of the questionnaire did not elicit from staff much informative data on which to make firm recommendations for next year's staff development at that school. LeConte School's activities were as follows:

1. College Courses

   a. Teaching Reading to the Bottom Third by Dr. Walter McHugh
   b. Workshop on Individualizing Instruction by Miss Mary Collins

2. School Site Workshops

   a. BRL Sullivan Math Inservice and Reading
   b. Michigan Language Program
   c. Scotts Foresman Reading Program
   d. Perceptual Motor Materials Displays

3. Multi-ethnic Language Groups Meetings

   a. Resource Display of Math and Reading Teacher-made Devices
   b. Teacher "make it" Workshop Math and Reading Aides
   c. Pupil Learning Priorities (profile) meetings for reading and math.
   d. Video tape evaluation and sharing of techniques
   e. Meetings, conferences of "open classroom", open compensatory education meeting
   f. Instructional aide BRL Math inservice
   g. Alpha One Inservice
   h. Use of video equipment

4. Observations of Outer District ESEA Projects for Site Project Improvement

   a. Los Angeles Public Schools - 49th Street School
   b. Fresno ESEA Project - Individualization of Math Reading Programs
   c. Desegregation Workshop

There were no designated Title I teacher responses to activities 2-c, 2-d, 2-h, 2-i, or 3-c.

Summary of Evaluations

Teaching Reading to the Bottom Third

Three instructional aides participating in the program gave positive reactions to the questionnaire: They learned how to teach low achievers better, and they would like to have more reading courses

offered. One teacher responded as being unable to complete the form because he had to drop the course. The Reading Specialist reported that the first two or three sessions of the course were valuable but was unable to complete the course.

Individualizing Instruction

The one teacher involved was impressed with this activity and felt the course should be continued.

BRL Sullivan Reading Program

One Reading Specialist who responded did not feel that the course added to his instructional skills and was not related to his classroom needs. However, he felt that the presentation of materials was helpful in orienting staff as to some ways to further individualizing reading instruction. One instructional aide reported that this program was in no way helpful, while the other two responded positively.

Use of BRL Programmed Math Materials

Three teachers indicated that the course was of value. One teacher reported the course to be of no value. The Reading Specialist responded that the periodic inservice meetings and classroom visits were of great value to him in the implementation of his program. The instructional aides were consistent in their answers that the program was beneficial.

Pupil Learning Priorities (profiles)

Two teachers responded, one stating that the profiles needed to

be more simplified, concise and accurate while the other teacher could not remember the content. Two Reading Specialists reported that the program may have made some teachers more aware of the need for profiles; but that the activity was not followed through. They also noted that perhaps some teachers were resentful of the work that profile development requires. Again, the five instructional aides were consistent and gave a positive response to this activity.

Michigan Language Program

There were no responses from classroom teachers to this program. One response from a specialist was positive. Five instructional aides rated the activity as positive.

Developing Teaching Aids for Reading Instruction

Twenty-four regular staff members participated in this activity. Responses were received from two teachers. Their ratings were positive. Reading Specialists report that the workshop was good, that it was a valuable experience. They felt that the teachers did accomplish a great deal working cooperatively in this one-hour workshop. The five instructional aides had positive reactions.

Video Tape Evaluations of Techniques

Twenty-six staff members participated in this activity. Three designated ESEA teachers responded positively. Some of the comments were that Title I parents should be trained to operate the video tape equipment to avoid taking time away from classroom teachers. They commented that there should be more professional

quality in the patching and splicing of the tapes. Another teacher enjoyed the presence of the video taper in the room, and felt that this person was very easy to work with. Three specialists reported the use of video tapes as a valuable teaching technique and diagnostic tool and hoped that this method of recording teacher and pupil growth would continue next year.

The negative comment was that there was not enough follow through on the utilization of video tape. Four instructional aides offered positive responses.

The Alpha One Language Program

Twenty-four staff members participated in the program. There were two responses from ESEA designated teachers. One reported that it was an excellent program and recommended that enough manuals be provided with a kit so that the teachers could follow the program as outlined. Reading Specialists were enthusiastic about the program and responded that it offered a good linguistic program for the individualization of reading instruction. The other considered it an excellent program for kindergarten children. Five instructional aides were consistent in positive recommendations of the program.

Visit to Fresno ESEA Project

A specialist reported the visitation as a positive experience and felt that the project observed was well organized using an individualized approach to learning and zeroing in on sequential learning experiences and charting of pupil progress. She felt that the program was worth pursuing. The two instructional aides responded

to the visit, one positively. The other felt that the meeting was not related to her professional growth needs. The administrator observed that the visit will be useful in planning future activities for her school. She offered detailed comments on the visit.

Visit to 49th Street School in Los Angeles

One teacher responded favorably. The administrator was highly complimentary on the value of the ESEA program at this school. Recommends that resource teachers could benefit greatly from such a visit.

As was stated earlier, that the nature of the instrument, the haste in which the evaluations were conducted does not afford reliable data on which to base concrete recommendations for inservice programs for next year. Instructional aides seemed to be consistent in rating all activities in which they participated as positive on the five criteria. It is difficult to discern from teacher comments which activities were of greater value than others due to the lack of responses and the diversity of responses, by teachers and specialists particularly.

THOUSAND OAKS SCHOOL

Classroom Visitation

This particular component involved Dr. McHugh's visitations to each classroom in the school. While there he observed teachers' reading instruction, reviewed their lesson plans and had students read to him. Dr. McHugh then gave individual teachers suggestions for improvement of their reading programs. Three classroom teachers and one Reading Specialist responded to the questionnaire. One teacher reported that Dr. McHugh did not visit her classroom. Two classroom teachers reported his visits to be very helpful. The categories in which they felt they received outstanding help from Dr. McHugh were: new reading techniques, how to place children in appropriate reader, how to develop sequential learning episodes and how to teach skill development. One of the two teachers reported, in addition, that Dr. McHugh suggested to her how to diagnose and how to plan more effectively for ESEA children.

The Reading Specialist reported Dr. McHugh to be helpful to her in developing new reading techniques.

Teachers felt that the classroom visitiation should be followed by a longer conference with the teacher; that Dr. McHugh should give classroom demostrations such as teaching groups of children and the individual child within the classroom. It is recommended that Dr. McHugh have a workshop with parents and teachers emphasizing ways in which families can interest the child in learning. The Reading Specialist recommended that the staff should plan more

definite areas in which to use his skills. She also suggested that Dr. McHugh schedule with teachers ahead of time for visitations and leave at least a period of time for questions and answers for any of the teachers to come in to discuss their particular problems.

Teaching Reading to the Bottom Third

The specific objectives of the course were to teach specific plans, materials and techniques for teaching basic reading skills, group and individual diagnostic procedures, remedial techniques, devices and program planning.

Instruction included prereading skills, vocabulary comprehension and word analysis skills including phonics. Teachers were required to try out methods and materials in their classrooms. The course included lectures, demonstrations with children, material development. This program was designed for all elementary grade ESEA and Follow Through teachers, instructional aides, principals and other school personnel. Thirty-nine Thousand Oaks staff members were included in this course. The principal distributed questionnaires for evaluation. His report indicated that the staff considered the course beneficial. The most frequent comments were on the practical aspects of the work covered by Dr. McHugh. They felt that the ideas gained were immediately useful to them in developing reading skills with their classes. Many of the faculty commented favorably about the usefulness of his textbook. Staff also appreciated the opportunity to share ideas among themselves. There were few negative comments in terms of Dr. McHugh's class. One person wanted more information on specific needs of the low achiever.

Other comments were that there was too much repetition; that there was need for more time for teachers to share ideas among themselves; and a few commented that the course was inconsistent.

Recommendations by classroom teachers indicated that Dr. McHugh's course should be limited only to Thousand Oaks staff because inclusion of other school staff personnel made the class larger than was desirable. They would also like for him to help to establish learning centers within the schools where students can receive special help.

It was stated that classroom teachers need methods to assist parents to help their children at home. They also requested help in making effective use of Title I parents within the schools. The Reading Specialist recommends that there should be more total involvement of parents in the school program; i.e., they should spend more time within the classroom. It was suggested that perhaps Far West Laboratory could be made available for mini courses. Instructional aides feel that they have improved their skills in reading and would now like to improve their math skills.

Interpersonal Relations

An additional component of staff development at Thousand Oaks school was the Interpersonal Relation Workshops which were conducted by Dr. William Woodson. There were fifteen weekly sessions lasting two hours a week for a total of thirty hours. Twenty staff members participated in this program. Most of the staff indicated that the course was valuable to them. They specifically pointed out that they felt that greater understanding among staff was developed,

they gained a deeper awareness of self, and better knowledge in dealing with others. In addition, they developed more sensitive insights into thinking of blacks and orientals, and they were better able now to work in an integrated setting. Teachers also felt that Dr. Woodson's course provided effective methods for teachers working with instructional aides, and that there was definite improvement in the rapport between aides and teachers.

Some of the staff felt that Dr. Woodson should involve himself more in the encounter experience and that he should change his style and become more aggressive. They also felt that there was not enough direct involvement about the children and that perhaps they could have gotten into more depth.

It was recommended that additional encounter experiences in the schools with small groups of teaching teams involving parents, teachers and instructional aides be initiated next year.

WASHINGTON SCHOOL

The two ESEA designated classroom teachers and three instructional aides participated in the McHugh Reading Workshop--Teaching Reading to the Bottom Third. One teacher responded to the questionnaire. The reaction of the teacher was positive. She reported that the material presented was useful, that it increased her understanding of students and enhanced her teaching ability. The teacher also stated that she was actively involved in the presentation and felt that the objectives of Dr. McHugh's course were clear and were met.

It was recommended that Dr. McHugh continue to present reading workshops. The three instructional aides were very receptive to this course. They volunteered to be involved in planning future staff inservice. They recommended that inservice be held before the beginning of school and that they receive some compensation for their participation.

LINCOLN SCHOOL

Lincoln School's staff development was held during the spring of the school year. There were five staff development activities.

1. Practical and Fun Ideas for Teaching Basic Skills -
   Two sessions by Mr. Sullivan, Reading Clinic, Mt.Diablo
2. Special unit presentations by the reading specialists of the school
3. Demonstration of a reading activity by a teacher and his class

4. Reluctant readers library, plus individualized reading by Scholastic book representatives and display of individualized phonics materials
5. Individualized Reading by Nancy Platford of Mosswood Park School in Oakland

Participating teachers were given evaluation forms at the end of the school year. There were five open-ended questions. Responses were received from four teachers. There were no responses from instructional aides or other school personnel. Of the four respondents, three of them felt that Mr. Sullivan's sessions were the most useful. One comment stated that Mr. Sullivan's ideas were presented quickly and abundantly and, as a new teacher, the ideas were particularly stimulating and useful. Another commented that Mr. Sullivan's games were useful but felt that the session on individualized reading spurred his thinking toward more felxibility in teacher-structured classroom activities.

In view of the limited responses to the questionnaire on Lincoln School inservice, it is difficult to arrive at a meaningful recommendation for next year's inservice training. The staff developmental proposal was quite detailed in terms of what was hoped to be accomplished for that school. However, it is apparent from the responses and also from the lack of responses that the program did not get off the ground. It is recommended that more effort be placed upon the determination of specific needs of the staff and that special effort be made to monitor and to evaluate staff development activities as they progress.

34/1-13
35/1

FRANKLIN SCHOOL - Staff Development Mathematics Forum

Of thirty-three classroom teachers, two EH teachers and one teacher of the blind, twenty-seven teachers attended at least two sessions of the math forum. The vast majority attended at least 40% of the session which ran from September through June and fifteen teachers attended on a regular basis. It should be related that of the thirty-three classroom teachers at Franklin, eight do not teach mathematics but trade-off with other teachers. Six instructional aides attended the math forums, two of whom work in the ESEA Reading and Language Program. Student teachers, other instructional aides, university tutors and administrators also attended on a limited basis.

Two separate evaluations were made on the forum. The first was April 1, 1971 and the final evaluation was held on June 8, 1971. The responses to the evaluation were overwhelmingly positive. One of the items on the questionnaire stated; "List a few specific ideas which you received from math forum and which you use or will use with your pupils or that would be helpful in planning for next year". Some of the responses were that there were too many to number, that the materials were excellent and that the materials were always readily available, and a teacher reported that she liked this aspect very much, since the resource teachers were always willing to introduce the material to the class, and the teacher could then follow up. They were very positive on the teaching importance of the use of geo-boards, separation of beans and buttons, tangram sets, the Dr. Wirtz films, arrow arithmetic, substraction of differences. These were all commented upon as very worthwhile materials for the teacher. Others pointed out

that discovery blocks, lattice multiplication, the use of cuisenaire rods at the middle-grade levels were extremely valuable.

Of the thirty-three questionnaires returned, thirty had positive remarks about the presentation of materials and three did not mention materials. More comments were made regarding the sessions as good opportunities to learn how to introduce concepts through new techniques than as chances to develop methods of drill. Introducing concepts seems to have been more of a concern than drilling as far as what teachers considered important to spend of their time on at the math forum sessions.

The general comments were very complementary regarding the expertise of the math specialist, not only in terms of the forum, but in the kinds help materials which she was able to give to teachers. They felt the sessions informative and enriching. Another commented that the forcus on difficulties of the low achievers were most beneficial.

The recommendations for next year were that the math forum be kept just the way it is and that perhaps there should be more between school meetings, and that there should be more ideas of presenting computational skills along with continued exposure to activities as geo-board. Some felt that they should have meetings before school and also have some meetings after school. All the persons in attendance for this year's session plan to attend next year sessions. In addition, other staff who were not able to attend the math forum for the current year, have expressed their desire to be included in the 71-72 math forum.

This program appears to be one of the most highly rated inservice components by teachers and should, therefore, be made available to more staff of ESEA designated children.

FRANKLIN SCHOOL - Staff Development Component

The Language Arts Workshop was developed and conducted by two reading specialists on the staff of the school. Seventeen staff members participated on a regular basis. There were nine weekly meetings held, each one lasting three hours. Topics included were: Climate and Setting for Individual Work, Creative Writing, Story Telling, Individual Contracts, Utilization of Puppets and Audio-Visual Aides, Orientation, Study Skills, and Sharing of Favorite Ideas.

Seven classroom teachers, responding to the evaluation reported that the major goals were met effectively. They found that their teaching skills were indeed improved. As the course developed, participants were actively testing suggested techniques in their individual classrooms and indicated that they planned to continue using those practices which proved to be successful. Several teachers plan to restructure their reading program next fall based upon the content of the workshop.

Reading Specialists participating in the program felt that the range of coverage and invited speakers were impressive and helpful. Teacher Aides found the course stimulating and reported the ideas useful to them in working with students. They were pleased to have "fresh" materials and techniques which broadened their skills in small group and tutorial reading instruction.

Other personnel involved included a home teacher and a teacher of educationally handicapped students. The uniqueness of the students

with whom they work requires added skills and understanding of learning behavior. They reported the course as invaluable in terms of new ideas to stimulate and succeed with reluctant learners.

Several classroom teachers expressed a desire for a "show me" approach to the workshop. They seemed to feel the need for help in actualizing the processes in their individual classrooms. Some concern was expressed over the sequence of topics and it was suggested that "Orientation" was placed too late on the schedule to be of much value to them.

Reading Specialists reported that the topic on "contracts" needed more time and depth. They felt that only an introduction to the topic had been made in the one session. This comment was repeated by Teacher Aides in regard to Story Telling and Spelling.

Recommended Changes

Classroom teachers who expressed the need for more individual help should have staff available to come into their classrooms for extended periods of time. This could result in teachers being made aware of the strengths and weaknesses in their reading program. With such consultation and assistance a more effective instructional program could be developed with the individual teacher. On-going assistance will be needed to sustain the program and to strengthen the skills of the teachers.

Reading Specialists could benefit from assistance in the organization of their schedules and instructional programs. More time might be spent helping them to develop more useful record-keeping techniques.

This effort could result in improving the feed-back to classroom teacher, vis-a-vis, the students progress, strengths and weaknesses.

Teacher Aides or Assistants should continue to participate in staff development activity at the school site. Recognizing their academic needs, special inservice sessions should be designed to provide intensive training in the effective use of their skills. This training should provide them with tools of selecting the appropriate methods and aids for the maintenance of reading skills developed by the teacher and/or the reading specialist.

Staff feel school site inservice should be continued and strongly recommended that more teachers be encouraged to participate in the workshop. This could result in continuity and strengthening of the total reading program of the school rather than scattered programs of selected teachers and classrooms.

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RM/3/4-5

INTERGROUP RELATIONS COMPONENT

Jefferson Folk Choir

The Jefferson Folk Choir was organized with 134 students as a part of this Intergroup Education Component. The composition of the choir was heterogeneous by race and grade levels. The children ranged from kindergarten through third grade. The director is a black male kindergarten teacher. The choir included a large percentage of ESEA Title I designated students. Those who were not performers benefited from the many choir programs presented at the school site and elsewhere.

The folk choir was almost an instant success. It was invited to appear publicly on several occasions. One such performance was at the ESEA sponsored Desegregation Workshop during the spring of 1971. The popularity of this group is a testimony of its effectiveness in influencing positive intergroup relations among the diverse population.

At the end of the school year the young choir members evaluated their participation in this activity. The results of the evaluation are reported as follows:

Students were asked, "What is the best thing you liked about the Folk Choir?" The ten most frequent responses were: Singing, going places, different songs, dancing, drums, having fun, having an intergrated choir, making people happy, the way Brother Finlayson handles kids, Brother Finlayson. These responses were repeated at least 32 times with some having been mentioned 80 to 90 times according to tally.

The other three questions received responses as tallied below:

1. "Did you meet new people in the choir that you did not know before?"

   114 Yes 20 No

2. "Did any of the songs mean anything to you or tell you anything about people?"

   130 Yes 4 No

3. "Do you think you would learn better or be willing to work harder in class just to belong to the choir?"

   133 Yes 1 No

There has been a positive response to the Jefferson Folk Choir by both the school and the community. The data reported indicates that this activity met the stated objectives of the Intergroup Relations Component. It is therefore recommended that this Component continue to be supported by ESEA during the next school year.

INTERGROUP RELATIONS COMPONENT

In an effort to develop positive intercultural understanding among the students at Franklin School, a teacher was assigned half-time as coordinator of student activities. Under his supervision sixteen school clubs were organized to meet weekly during the school day with teacher club sponsors. The clubs ran across racial and grade level grouping. There was a wide range of interest groups which children were able to select. Students were allowed to spend one semester in a club and had the opportunity to select another interest group at the end of the semester. The range of clubs were very diverse, such as: Drama, Crochet, Human Relations, Field Trips, Movie Education, Tennis, Variety, Art, Chess and games, Music Appreciation, Knitting, Engineering, French, Sewing, Stitchery, and Junior Red Cross. There was an adequate number of clubs for the total school population to have an opportunity to participate. The objective of these clubs were to foster human relations and to sensitize children to various ethnic backgrounds.

There was an effort made to mix students racially and to give them the opportunity to interact in informal groupings of there own choice. There were positive results. The children began to learn respect for other cultures. They were willing to learn from each other and to assist each other academically and socially.

It could be viewed by some that the tendency to cluster according to ethnic identity would have a negative tone. It was felt, however, that the clustering of the children did not mean that they were expressing negative feelings toward other groups. They were free

and did intermingle when they felt they wanted to do so.

Although Title I children were included within the clubs, there was no focussed evaluation on these target pupils.

RECOMMENDATION:

Title I students must be evaluated explicitly.

A longitudinal study should be made of children's attitudes. The two groups can be compared. Those children who participated actively in the school clubs could be compared with those who felt for some reason that they did not want to participate. It is very difficult to make definitive statements regarding attitudinal change over a short period of time; for this reason it is recommended that those students who are participating in intergroup activities be followed over future years to determine the value in their interaction with different social, economic, and ethnic groups.

FRANKLIN SCHOOL - Auxiliary Services Component- Pupil Personnel

Title I provided two days weekly counseling service for Franklin School. The counselor met with pupils individually and in groups. It has been reported that through these regularly scheduled conferences, pupils learned to recognize and resolve problems which interfere with learning and/or personal relationships. Parents, teachers, and other staff members worked with the counselor to effect changes in pupil behavior and environment. The counselor reported for that school very positive results of the program.

Because of the limited time and the size of the student body, it was not possible to help all of the students who needed counseling services. Also, there were many demands on the time of the counselors for parent and staff counseling. Because of the schedule, not being at the school site every school day, counselees were not always able to reach the counselor at times when they needed his assistance.

RECOMMENDATION:

Franklin should have at least one full-time male counselor, one who is dynamic and can meet the needs of Title I students, parents and teachers. The staff makes extremely valuable use of the counselors time and the gains in this program are measurable.

7/RM/2

LINCOLN SCHOOL AUXILIARY SERVICES COMPONENT

Lincoln School had the services of a counselor provided by ESEA for three days weekly. Evaluation by the counselor indicated that there was extremely limited support for counseling from the teaching staff at the school site. He reported that four members of the staff developed realistic expectations for students and that he had little interaction with the large majority of the school staff. All in all, the counselor reports that his time was not effectively utilized in helping to develop positive results with students and that he was not able to contact enough parents to offset the apathy that seemed to exist from his point of view at that school. The counselor felt that the Auxiliary Services program did not reach its objective.

COMMUNITY WORKER COMPONENT

The ESEA office employed four target-area parents as full-time Community Workers. Their time was divided among the seven designated ESEA school sites with varied work load assignments. Activities of community workers were included in contacts with individual students, parents, teachers, administrators, the ESEA office, and community agencies. Other duties included attending inservice training programs and developing school activities.

The community workers report that the majority of their time was devoted to contacts with parents of ESEA designated students. In this capacity much of their time was spent interpreting for parents the content of school notices sent home with the student or by mail. In some cases they acted in an arbitration role; that is, they spent time in conflict resolution between the parent and the schools. Most conflicts resulted from parental unhappiness with a particular teacher. Some parents felt more readiness to communicate their concerns to community workers than to school staff. Teachers also sought advice and assistance from community workers in learning how to best deal with some of the ESEA designated parents.

The community workers also functioned in social work roles. They had requests for information from parents and on variety of problems; such as, seeking information on obtaining legal abortions, seeking information on applying for food stamps, asking for intervention of the community worker with the public assistance office, and also

requesting that community workers help them to obtain free lunches for their children. Due to the variety of needs expressed by the parents, the community workers had to develop close contacts with various community agencies. They developed positive working relationships with the Office of Public Assistance, Berkeley Health Clinic, and with other social agencies where necessary.

Another major activity of the community workers was their close association with the ESEA school site advisory committee members. They assisted in planning agendas for school site meetings. Often they provided transportation and made arrangements for babysitting to accommodate parents' attendance at these meetings. They interpreted ESEA guidelines to some of the parent advisory members and kept them informed on school site and ESEA office activities. Much of their time was used in making personal contacts by visit, by letter, and by telephone to parents of ESEA designated children. Among the social activities which helped bring parents to the school, the community workers were responsible for arranging potlucks at various school sites. These potlucks included parents, tutors, and the ESEA tutees. Potlucks were held at Franklin, LeConte and Washington School.

Due to the variety of activities of community workers their work hours were often long and split. With two or three schools assigned to each of them, several nights were devoted to attending school site advisory committee meetings and other important school site meetings. In addition to attending school site functions they also attended Board Meetings and workshops and out-of-town field trips to other ESEA school sites. As far as teacher contact was concerned

the community workers spent much time in seeing that ESEA designated parents got to their parent-teacher conferences.

The evaluation of their activities indicated that they felt that more parents are now involved and informed than ever before. They report a more positive attitude toward parent involvement in school activities. By this they mean that it is no longer an inconvenience for the parents to visit classrooms and attend conferences because of the assistance available. They expressed the feeling that parents had a new awareness of curriculum and school programs and attribute this to the parent workshops and the parent involvement sponsored by ESEA. They indicated that through participating in classes parents have been able to acquaint themselves with educational materials and teaching methods. They also indicated that school principals are more knowledgeable of the ramifications of the Title I program and that they are attending advisory committee meetings more regularly and appear to be more responsive to ESEA parents.

Recommendations of the community workers are as follows:

1. Orientation for parents, teachers and administrators on ESEA programs be held early in the school year;

2. Closer monitoring of Title I programs by parents and ESEA staff;

3. A written document be given to teachers spelling out the expectations, responsibilities and procedures in accordance with Title I

guidelines and how they relate to that school;

4. More opportunity to work closer with ESEA teachers and plan small activities involving ESEA parents, teachers and, in some cases, children;

5. New approaches be developed for parent classes.

The ESEA office views the work of community aides as a very essential part of the program and recommends that this component be strengthened and maintained as a viable part of Title I activity.

PROJECT ASSISTANT OF CURRICULUM

The position of Project Assistant of Curriculum was established through the 1970-71 ESEA proposal. The objective of this position was to assist teachers and staff in developing curriculum primarily for growth and achievement of ESEA designated students. The assistant spent most of her time in three components; language development, staff development, and intergroup relations. In addition, a small part of her time was spent in parent involvement.

Language Development

The Project Assistant worked directly with teachers in assisting them in developing techniques to meet the needs of ESEA designated students in the classroom. This was done through classroom visitations, observations, discussions of findings with teachers, recommendations for changes in approach, provision of additional or different materials and follow-up visits to discern whether recommendations were accepted and whether the teacher felt the recommendations were in fact workable. The Project Assistant reports that in only one case was her work with a teacher unsuccessful.

Staff Development

The Project Assistant set up 10 workshops for teachers and instructional aides. The workshops covered the teaching of basic skills through the Open Highways series, reinforcing reading skills through

the use of manipulative materials, individualizing reading and mathematics through the use of taped lessons; teaching beginning reading through the use of auditory and visual aids; and teaching reading as a total language experience. The Project Assistant felt that each workshop resulted in some learning experiences for teachers. However, the number of teachers involved was limited but those who did come left with new ideas which were later observed being put into use in the classroom.

Intergroup Relations

The main activity of the Project Assistant in intergroup relations involved setting up the desegregation workshop sponsored by the ESEA Title I office. This workshop involved other school districts in the Bay Area with visitors throughout the state. Many hours were devoted to developing and finalizing the plans of the workshop initiated by the Coordinator of the Title I program. The main idea for the workshop was that it be meaningful and authentic in terms of intergroup relations. Attendance of 300 persons for the full two-day workshop is a testimony of its effectiveness. Written evaluations of the content revealed that those in attendance felt that the workshop was successful in carrying out its objective.

Parent Involvement

Although the Project Assistant was not specifically assigned to the parent involvement component of Title I project, she did have some contact within this component. Specifically, the Project Assistant met with kindergarten teachers and community aides and

initiated a kindergarten workshop for parents. Twenty-five parents attended the workshop which was an effort to initiate parents into the kindergarten program of the ESEA designated schools. During the weekly parent workshops the Project Assistant worked individually with parents in terms of explaining their role and usefulness in the classroom and their responsibility to the schools where their children were enrolled. In addition to this involvement, the Project Assistant attended parent meetings throughout the year at Franklin, Lincoln, and LeConte School. She was also invited to address faculties in their regular meetings at Washington, Emerson, LeConte, Lincoln, Jefferson, and Thousand Oaks school. The main purpose for her attendance was to inform staff of the total ESEA Title I program, its goals, objectives, and guidelines.

Out-of-Town Visitations

The Project Assistant made five out-of-town visitations during the 1970-71 school year. The purpose of these visitations was to observe different reading and mathematic's programs in an effort to develop better ideas and strategies for teaching Berkeley designated children. This activity proved to be extremely beneficial to the Project Assistant. She felt that no one particular program was completely acceptable to Berkeley, in total, but a composite of parts of programs could be put together to improve the learning styles of the children as well as the teaching styles of the teachers. These visitations were written up and shared with staff for their information. Visitations also included participation in workshops and association meetings to represent Berkeley Title I office. Although the content of the work-

shops were not all rated as productive, the Project Assistant felt that the opportunity to collect good teaching materials was well worth the effort.

Recommendations

It was recommended by the Project Assistant that she involve herself more in classroom demonstrations for the benefit of teachers. Project Assistant visited classes on an invitational basis only. It was recommended that it would probably enhance the effectiveness of the program if the principal would assign the Project Assistant to work with specific teachers in their specific need areas. It is also recommended that the Project Assistant do this kind of demonstration over an extended period of time where follow-up and evaluation of teacher improvement in classroom instruction. The Project Assistant felt that it would be beneficial to be assigned to one school to offer concentrated help for a given length of time rather than being expected to cover all of the designated schools all of the time. Such concentrated help would offer a better evaluation of the effectiveness of the Project Assistant's role in improvement of instruction.